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ABSTRACT

To improve conditions at a nonprofit day care center serving low-income, mainly non-English-speaking families, this practicum addressed the need of recently immigrated parents to increase their knowledge of child development and available community resources. A total of 52 Hispanic parents were given materials at an information distribution area of the center and also received a monthly newsletter. Responses to questionnaires designed to evaluate increases in parents' knowledge indicated that most participants felt that their knowledge of child development and community agencies had increased. Appendices provide related materials, including a transcript of an interview with the center director which was designed to identify problems; the parent evaluation questionnaire, in English and Spanish versions; histograms of parents' responses to evaluation questions; a list of community resources; and sample copies of newsletters, also in English and Spanish. (RH)

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Facilitating the Collection and Dissemination of Information to Parents of Children in a Child Care Program

by

Maria P. de Armas

Cluster XVI

A Practicum II Report Presented to the
Ed. D. Program in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

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Approved:

6-6-87.
Date of Final Approval of Report

Georgianna Lowen
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TABLE OF CONTENTS

		Page
TABLE OF CONTENTS		iii
ABSTRACT		v
Chapter		
I	INTRODUCTION	1
	Background Information	1
	Community Information	2
	The Writer	3
II	STUDY OF THE PROBLEM	4
	Problem Statement	4
	Evidence of the Problem	4
	Causes of the Problem	4
	Related Literature	6
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	17
	Goals	17
	Specific Objectives	17
	Evaluation Instrument	17
	Data Analysis	18
IV	SOLUTION STRATEGY	20
	Possible Alternative Solutions	20
	Solutions Selected	22
V	RESULTS, CONCLUSIONS AND RECOMMENDATIONS	25
	Results	25
	Conclusions	27
	Recommendations	31
	Dissemination	32
REFERENCES		33
Appendices		
A	INTERVIEW TRANSCRIPT	34
B	PARENT EVALUATION QUESTIONNAIRE	38
C	RESULTS OF EVALUATION QUESTIONNAIRE QUESTIONS ONE THROUGH FIVE	45

Page

D RESULTS OF EVALUATION QUESTIONNAIRE QUESTIONS SIX THROUGH EIGHT 48

E RESULTS OF EVALUATION QUESTIONNAIRE QUESTIONS NINE THROUGH ELEVEN 52

F COMMUNITY RESOURCES 56

G SAMPLE COPIES OF NEWSLETTERS 58

ABSTRACT

Facilitating the Collection and Dissemination of Information to Parents of Children in a Child Care Program. de Armas, Maria P., 1987: Practicum Report, Nova University Ed. D. Program in Early Childhood.
Descriptors: Early Childhood Education/Education/Preschool Education/Parent Participation/Parent Education/Community Involvement/Newsletter/Day Care/Bilingual.

This practicum addressed the need of new immigrant parents to increase their knowledge in the area of child growth and development and available community resources. In a review of the literature the writer found several strategies that had been employed to deal with the problems of parents' participation and education. There was limited research available on facilitating the collection and dissemination of information to non-English speaking parents.

The goals of this practicum were: (1) to increase the knowledge of parents in the area of child growth and development; (2) to increase the knowledge of parents in the area of available community resources. A total of 52 parents participated in the practicum. The implementation strategy consisted of providing parents with information in the areas of child growth and development and available community resources. This information was provided through the use of an information area and a monthly newsletter. The center offered workshops for the parents. The majority of the parents were unable to attend. The information area and the monthly newsletter kept these parents informed.

Ninety-four percent of the parents at the center completed and returned the questionnaire. All of the parents (100%) felt that their knowledge in the area of child growth and development had increased. Ninety-eight percent of the parents felt that as the result of the implementation strategy they were now aware of community agencies available to them.

CHAPTER I

INTRODUCTION

Background Information

This non-profit private child care center was established in 1979. The center provides educational programs and day care services for children two and one-half to six years old. The center is located in Southeast Florida.

The population of the center consists of approximately 53 students. The center's population is 99% Hispanic and one percent non-Hispanic.

The tuition at the center is paid on a sliding scale based on the parents' income and family size. The majority of the students come from a low socioeconomic status.

The center provides two different types of child care programs. The first type is the traditional preschool program along with a full day child care program. The program provides breakfast, lunch, and snacks for the children. The second type of program is home based. Family Day Care Providers work from their individual homes. These individuals provide a homelike atmosphere for groups of no more than five children. The home-based program provides the children with a series of daily activities in various areas under the supervision of the main center.

The main center follows a curriculum which includes topics such as the family, the community, nutrition, the seasons, good health, good habits, holidays, etc. These topics are developed as weekly themes. Activities for the

weekly theme are provided at the various stations or areas within the classroom. These stations or areas consist of a free play, a housekeeping, a block, an art, a manipulative, a science, a music, a language arts, a mathematics and a group learning area. Since most of the children have a limited English proficiency, ESOL techniques and vocabulary development activities play a major role in the instructional program at the center.

The center has two bilingual teachers, certified in Early Childhood Education. The staff includes four bilingual aides with over three years of experience. The teachers work with the students in small groups. The teacher-pupil ratio is as follows: Children 2½ to 4 years old, 1:8; and children 4 to 6 years old, 1:10. While the teachers work in small group activities, the aides supervise the other children working at the different stations throughout the classrooms.

The center opens at 7:00 a.m. until 6:00 p.m. The center's schedule is designed to allow children to arrive at different times due to the varying school and/or work schedules of the parents.

Community Information

This center serves a community that belongs to a low socioeconomic status. The community consists of individuals who are immigrants to the United States due to political or economic reasons. The community, for the most part, is Hispanic in origin. Basically, the community consists of individuals from the Caribbean Islands, Central and South

America. There are few black and white non-Hispanic families. In general, many of the families speak little or no English.

The Writer

The writer is certified in Early Childhood and Elementary Education, with a Masters degree in Elementary Education (specializing in bilingual and ESL education). Presently the writer is an educational specialist with the A.T.T.L.A.S. (Augmenting Thinking Through Language Acquisition Skills) Program in the public school system. Additionally, the writer has worked as a classroom teacher in special programs such as Chapter I and T.E.A.M. (Teaching Enrichment Activities to Minority Students). Prior to this position, the writer worked as a bilingual teacher in the northeastern section of the United States. Other experiences include teaching ESOL first through eighth grade and facilitator/instructor of the BEPP (Bilingual Education with Parent Participation) Program.

CHAPTER II

STUDY OF THE PROBLEM

Problem Statement

The families of the children enrolled at this child care center have been in the United States for an average of two years or less. The majority of the parents speak little or no English. Most of the parents work and/or go to school. Their schedules vary due to their job and/or school hours. The levels of education among the parents vary from elementary to secondary schooling.

Briefly stated, the problem at this child care center was that parents needed to increase their knowledge of child growth and development and available community resources.

Evidence of Problem

The writer had several interviews with the center director. The interviews focused on various topics of concern for the center. The main concern involved the lack of knowledge the parents had in the area of child growth and development. Additionally, the parents were not aware of community agencies, organizations and activities that are available. A transcript of an interview with the center director illustrates the problem (Appendix A). This interview serves to document the problem identified at the center.

Causes of the Problem

The parents of the children enrolled at the child care

center are influenced by a combination of factors (cultural, psychological and administrative). These factors act together to influence the degree of parental involvement (CAPI, 1983).

There are basic cultural differences related to educational philosophy, role definition and expectations that have caused a lack of participation on the part of parents. Education in most Latin countries is centralized. Major educational policy decisions are made by the Ministry of Education with limited input by parents. The system views educators as trained professionals in control of the educational process. Consequently, parents do not interfere in the education of their children. Many Hispanic parents feel inadequate about their own ability to contribute, specially if their personal educational background is limited (CAPI, 1983).

Schools in the United States try to promote and at times require a close home-school partnership. Schools in Latin countries do not traditionally seek to establish this cooperative model between the school and the home (CAPI, 1983).

Psychological barriers can limit the involvement of Hispanic parents in the education of their children. Some parents educated in the United States might have had negative experiences in school as a result of having to function within a system indifferent to their learning needs. These parents may have been exposed to racial

discrimination and rejection of their native language. Consequently, the parents' previous experiences with schools may affect the level of involvement in their children's education (CAPI, 1983).

The administration's commitment to involve parents in the educational process is another important factor. Parents need to be made welcome in the schools. The administration must ensure that parents become aware of the importance of their input in the educational process. Channels of communication between the school and home must be developed. Parents need to be reassured that their presence, talents and opinions are valued (CAPI, 1983).

Hispanic parents new to the country are unfamiliar with the functioning of the educational system in the United States. Additionally, the low economic status and the educational levels of the parents increase the difficulty of getting parents to take a more active role in their children's education.

In conclusion, there is not one factor reponsible for the lack of participation by parents at the child care center. There are psychological, cultural, educational, administrative and linguistic factors that contribute to the lack of parental involvement. In order to stimulate parental involvement these factors must be addressed.

Related Literature

Studies done by Gillum (1977), Radin (1969), Rich (1976), Woods (1974), as well as many others, have concluded

that children whose parents are more involved in the schools make the most gains. Additionally, research conducted by Ira Gordon (1978) states, "The more comprehensive and long lasting the parental involvement, the more effective it is likely to be, not just on the children's achievement but on the quality of schools as well as institutions serving the community" (CAPI, 1983, p. 20). Parents need both skills and support in order to become more active in the education of their children. Parental involvement in education can play a vital role in educational success and education needs the parents' aid to achieve this (La Raza, 1985).

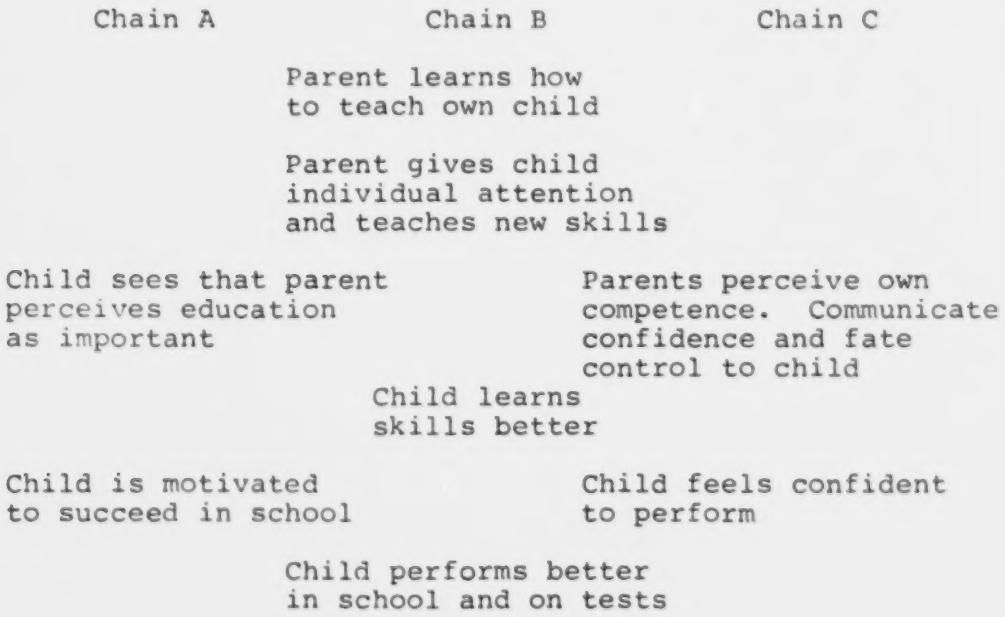
In recent years the importance of parental involvement in the educational process of children has become an important issue. Research in this area has mainly focused on the various roles parents play in their children's education, which are the most effective in developing cognitive growth and what, if any, correlation exists between parental involvement and student achievement (Henderson, 1981). Other studies have illustrated additional benefits of parental involvement. A summary of these benefits (Garcia, 1981) is as follows:

Close parent school participation can lead to:

1. Improvement in academic achievement.
2. Motivation of children to learn.
3. Increased school attendance and study habits.
4. Fewer discipline problems.
5. Growth in self-concept of both children and parents.

6. Development of a more stable environment for the child.
7. An increased awareness on the part of the teacher about learning styles and needs of children.
8. Teachers'/administrators' increased awareness of special cultures/lifestyles.
9. Additional resource person in the classroom.

Much of the research done on parental involvement deals with early intervention and Head Start programs since federal funds were allocated to these programs and parental involvement is a required component of such programs (CAPI, 1983). Stearns and Peterson (1973) stated that the best form of parental involvement was to have the parents tutor their children. Their research includes the following diagram which serves as a description of how parental involvement motivates a child to learn (CAPI, 1983).


Chain A
Chain B
Chain C
Parent learns how to teach own child
Parent gives child individual attention and teaches new skills
Child sees that parent perceives education as important
Parents perceive own competence. Communicate confidence and fate control to child
Child learns skills better
Child is motivated to succeed in school
Child feels confident to perform
Child performs better in school and on tests

Mowry (1972) found that the level of involvement had a greater influence than the role the parent played. Urie Brofenbrenner in his 1974 report "Is Early Intervention Effective?" discussed several other studies as well as his own work and concluded that children who participate in early educational intervention show higher and more lasting gains if their mothers are actively involved in the learning. Radin (1972) found similar results in a preschool program in Ypsilanti, Michigan. Guinagh and Gordon's study (1976) on a long term early childhood program, training mothers in how to use learning materials at home, resulted in significant gains in the areas of Math and Reading as the children entered school. These gains were maintained at least through the third grade (CAPI, 1983).

The task of motivating Hispanic parents to actively and effectively participate in their children's school requires a special effort. The limited involvement of many Hispanic parents in the schools can be attributed in some cases to low levels of educational attainment or limited English proficiency. Generally, Hispanic parents lack the knowledge and skills necessary to be effective advocates for their children. Additionally, parents believe that they lack the knowledge to effectively help their children (La Raza, 1985).

Furthermore, many schools are not actively encouraging and facilitating parental involvement. Some schools are uncertain as to how to reach the Hispanic community. Others lack the resources or do not consider parental involvement a

priority. In some cases there is a fear on the part of both parents and schools as to the development of programs that may cause more problems than they were created to solve (La Raza, 1985).

Jones (1985) examined the problem of schools being faced with parents asking for advice in non-education areas such as child-rearing practices. Parents are turning towards schools for assistance in raising their children. This may be due to the fact that only seven percent of America's population lives in the traditional American family, with a father as the breadwinner, mother at home taking care of 2.5 children and a house. The rest of the households consist of single parents, two career parents, female breadwinners with house-husbands caring for the children, single (never married) mothers with their own or adopted children, two previously married people with a reconstituted family, or variations of these themes (Jones, 1985).

In today's society the kind of tribal support (relying on family for assistance) that once existed has almost disappeared. Consequently, the school environment offers a place of support for many parents. The school has become a place to turn to for advice (Jones, 1985).

Thus, schools can provide an important service for parents in this changing society. Schools today need to provide a forum for learning about child development, exchanging views on child-rearing, and giving and receiving moral support in all sorts of situations (Jones, 1985).

Maurer (1985) described the problems involved in getting parents into schools regularly. Recent research states that parental involvement is essential in creating effective schools (Maurer, 1985).

In order to overcome the difficulties of getting parents into the schools, Maurer, Superintendent of the Elmwood (Illinois) Community School District, identified the activities that induced parents to visit their schools. Only a small percentage of parents realized the importance of back-to-school nights, parent/teacher conferences, visitation days, and evening meetings. The best attendance was for athletic or banquet activities. After analyzing these, Maurer listed two variables that resulted in parents coming to school in large numbers: food and praise (Maurer, 1985).

Parents are more likely to visit the schools to hear positive information about their children than to hear negative comments. Consequently, a variety of different types of activities were planned taking the value of food and praise into consideration. Some of these activities were: (a) National Honor Society induction luncheons; (b) parent advisory brunches; and (c) back-to-school night entertainment. The expenses were minimal and the number of parents participating in school activities increased (Maurer, 1985).

Hawley and Rosenholtz (1984) described research done in the area of parent involvement in schools. A school's purpose for increasing parental involvement can be described

in one of three ways: (a) to allow parents to make or participate in policy decisions; (b) to engage parents in fund raising and general support (PTA); and (c) to involve parents directly in shaping their children's willingness and ability to learn (Hawley and Rosenholtz, 1984).

There is no clear evidence that the first purpose affects achievement. This may be due to the fact that these councils or groups play a small role in influencing key decisions (Hawley and Rosenholtz, 1984).

In conclusion, the results indicated that the resources parents have to reinforce positive behaviors and study habits add to and may even be greater than those available to educators (Hawley and Rosenholtz, 1984).

Johnston and Slotnik (1985) described the Salt Lake City Open Classroom Program which includes parental involvement as an essential component of its program. In 1971 a group of 150 Salt Lake City parents who were unhappy with public education met to discuss educational alternatives. The results of these discussions led to the development of three alternative schools. One of the alternative schools that developed stressed parent participation. The parents who chose to send their children to this school wanted an active role in the educational process of their children. Previously, their roles had been limited to fund-raising activities. These parents wanted to be significantly involved in their children's education.

The original families involved in the formation of the

school hired one teacher for their 21 children, who ranged from five to 12. The parents rented a classroom in a local church, spent the summer gathering materials, and opened their school in September. In 1977, the Salt Lake City Open Classroom Program became part of the Salt Lake City School District. In 1983, 12 years later, parents representing 150 participating families hired seven teachers for their 200 children, who were enrolled in an optional elementary school program within the Salt Lake City School District (Johnston and Slotnik, 1985).

The many aspects of the program reflect the commitment to school and home, to increasing the participation of parents and students in educational decision making, to developing a broadly based curriculum, and to maximizing each child's potential in academic, emotional and social areas (Johnston and Slotnik, 1985).

The parents worked in classrooms at least three hours a week per child. They observed their children interacting with peers, succeeding and failing, struggling, learning, and wasting time. The parents actively participated in the daily problems encountered by teachers and the creative task of managing a classroom (Johnston and Slotnik, 1985).

The curriculum reflected the input of the home and school. This produced a moving away from the traditional textbook learning. To produce this diverse curriculum, most activities were done in small groups. The entire class rarely worked on the same thing at the same time. This

required a great deal of planning. The time and talents of parents were essential to the program. The involvement of parents, teachers and students in curriculum planning served to develop interest in the program. Consequently, the school became a center for doing, thinking, and active learning for all involved (Johnston and Slotnik, 1985).

Epstein (1985) described research done in 16 school districts in Maryland. The study involved 3,700 first, third and fifth graders, teachers and their principals in 600 schools (sic). The 82 teachers varied in how much emphasis they placed on parental involvement in learning activities. There were over 1,200 parents of the children in these teachers' classrooms that were surveyed. Information was gathered on the achievements and behaviors of over 2,100 students in the 82 classrooms. The results linked teacher and practices to the parents and the children in the teacher's classroom.

Three factors were identified as strongly influencing teachers' use of parental involvement practices. First, the grade level taught was the most important factor. The teachers of younger children used more parental involvement practices than did teachers of older students. Second, the parents participating in school activities influenced teachers to use more parental involvement in learning activities at home. Third, the teachers' commitment of time and energy to the organization of frequent communications with parents increased the teachers' use of parental

involvement (Epstein, 1985).

The results indicated that students of teachers who were leaders in parental involvement made greater gains in reading achievement than did the students of the other teachers. The same effects were not found in the area of mathematics. This may be due to the following: (a) teachers requested more reading activities; (b) parents conducted more reading activities; and (c) students' achievement in reading is improved (Epstein, 1985).

In conclusion, the research suggested that students' achievement, attitudes about school, and behavior may improve when teachers involve parents in learning activities at home, as part of their regular teaching practices (Epstein, 1985).

Merrell (1985) discussed a study where 21 parents (13 mothers and eight fathers) attended and completed a parent training program that was sponsored by a school district and led by a school counselor. The parents had been asked to participate in this program by school counselors, psychologists, and administrators. The program's goals were to enable the parents to be more skillful and self-confident in their parental roles and to deal more effectively with their children's behaviors.

The parent training program consisted of eight weekly workshop sessions, 90 minutes each. The program focused on preadolescent children, specifically elementary and middle school-age children. The workshops were developed to train parents in behavioral methods of child management. Parents

were given instruction in observing and defining behaviors, recording behaviors, and applying consequences to behaviors in order to increase, decrease, shape, or maintain these behaviors. The program's orientation was for the most part behavioral. Additionally, the program had an eclectic approach due to the fact that parents were also instructed in methods of effective communication and participation in recreational activities to improve family relations (Merrell, 1985).

The results of the study indicated limited change but support was given to the idea that parent training by school counselors can be an effective method of treatment. Merrell explained that the possible reason for the poor results may have been due to the large group size. He suggested that working with smaller groups would improve the results (Merrell, 1985).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals

The goal of the writer was to increase parents' expertise by increasing their knowledge of child growth and development and community resources. The following objectives were projected for this practicum:

Specific Objectives

The End Result	Evaluation Tool	Standard of Achievement
Parents will increase their knowledge in the area of child growth and development.	Evaluation Questionnaire (Appendix B)	80% of the parents answering the evaluation questionnaire will answer yes to 80% of the questions.
Parents will increase their knowledge of available community resources.	Evaluation Questionnaire (Appendix B)	80% of the parents answering the evaluation questionnaire will answer yes to the questions.

Evaluation Instrument

The evaluation instrument was developed by the writer in the form of a questionnaire. The evaluation questionnaire

(Appendix B) consists of 11 yes/no, multiple choice, and fill-in-the-blank answer-type questions. The questionnaire was designed as an indicator as to whether or not the implementation strategies were successful in increasing the knowledge of parents in the areas of child growth and development and community resources.

The questions on the questionnaire concentrate on the awareness and/or utilization of community resources, the development of knowledge in the area of child growth and development, and the understanding of the functioning of the child care center.

There are few instruments available to objectively measure parent involvement in education programs that permit the assessment of specific types of involvement. Cone, Delawyer, and Wolfe (1985) described an instrument to assess specific types of parental involvement. The writer developed her evaluation questionnaire utilizing Cone, Delawyer, and Wolfe's idea of assessing specific types of involvement behaviors on the part of the parents. The behaviors that the questionnaire was to identify are related to the goals of the practicum. The behaviors being evaluated in the questionnaire were in the area of child growth and development and community resources.

Data Analysis

The results of the evaluation questionnaire in the areas of child growth and development, and community resources were to be presented in percentages. The group

scores of the parents on both sections of the questionnaire were to be illustrated and compared using graphs, such as a double-bar histogram. These were to be used to facilitate the reading and interpreting of results.

CHAPTER IV

SOLUTION STRATEGY

Possible Alternative Solutions

A solution to the problem presented in this practicum would be to provide a training program for the parents at the child care center. Merrell (1985) described a training program to enable parents to be more skillful and self-confident in their parental roles and to deal more effectively with their children's behaviors. This program consisted of eight weekly workshops, 90 minutes each. Although this would be an excellent solution to the problem, it would not be effective for the parents at the child care center. The parents at the child care center are unable to attend regular meetings. This is due to their work and/or school schedules. Additionally, due to their cultural background and educational level, the parents would not be accustomed to this type of activity and would not attend.

Another possible solution to increasing parents' knowledge of child growth and development and community resources would be for the center to create a forum. This forum would include discussions on child development, exchanging views on child-rearing, and giving and receiving moral support (Jones, 1985). Harter and Lodish (1985) also use this type of format to increase parental involvement. Parent peer groups at the Sidwell Friends School in Washington, D.C. resulted in parents being able to speak out about their concerns and values. Additionally, they were able to listen

to other parents and act on what they learned. This willingness to listen and share increased parental involvement. The solution presented would not achieve the total goal of the writer. The parent peer groups would provide the needed moral support but not the information in the area of child growth and development that needs to be presented in a more structured format. A second problem with the solution is that parents would have to come to the center for these meetings and this would not be successful.

Hawley and Rosenholtz (1984) suggested that parents be involved in the shaping of their children's willingness and ability to learn. They felt that parents could be used as a resource to reinforce positive behaviors and study habits in their children. The idea is a good one, but it is not feasible at this time with the parents at the child care center. Due to cultural background, educational level and lack of skills, the parents would not be able to carry out Hawley and Rosenholtz' plan.

The Association for Educational Communications and Technology (1979) published a handbook on how to produce a newsletter. The handbook suggested that a newsletter was an excellent tool in the information dissemination process. The handbook goes into detail on specific details for planning, producing, distributing, and evaluating newsletters. The idea of using a newsletter at the child care center had possibilities. The newsletter presented in the handbook was limited but it could be expanded.

Solution Selected

The first step in obtaining a solution was to get the approval of the child care center director to work with the center. After a discussion of the identified problem and the proposed solution, the director gave the writer full support.

After taking into consideration the discussed solutions, the writer chose to initiate an information resource and dissemination center. The parents at the center needed a source of information that is accessible to them. These parents are mostly new to the country and their English is limited. Although there are many agencies that provide information in languages other than English, many of the parents needed guidance in finding them. State, county and government agencies and programs are available to the community. Agencies such as the Mental Health Association, the YMCA and the public libraries offer free programs that can benefit the entire family. Many of these agencies provide free literature that can provide valuable information.

A bilingual monthly newsletter could provide the child care center a vehicle to familiarize parents with community resources. Additionally, the newsletter described in the handbook by the Association for Educational Communications and Technology (1979) could serve to deal with the second problem at the center. In order to increase parents' knowledge in the area of child growth and development, the training program suggested by Merrell (1985) and the parent

peer groups discussed by Harter and Lodish were both excellent ideas. The problem with these ideas is that the parents are unable to attend meetings on a regular basis. Thus, a newsletter could serve as a tool to instruct the parents in the area of child growth and development.

The newsletter covered topics such as: (a) child growth and development information; (b) curriculum information; (c) learning activities for the home; (d) community resources and activities; (e) a center calendar; (f) center news; and (g) a problem solving section. The newsletter was published on a monthly basis. It was written bilingually (English and Spanish) since most of the parents were unable to read in English.

The writer included an information area within the center. This area provided parents with information such as pamphlets or articles in the areas of child growth and development, community resources and other areas of interest to parents of young children. This material was provided in English and Spanish.

The parents received a newsletter on a monthly basis. The newsletter covered material that was to be presented in workshops, concerns of the center's director, staff and parents. The parents were also encouraged to bring problems to the information area. These were addressed through the newsletter or on an individual basis.

The information area became a means by which the parents could be directed to any information they needed. Many

parents were interested in information on locating places where to attend English as a second language classes, immigration information, a listing of free health clinics, etc. Although the information area could not answer all of their questions, it was able to provide the names and numbers of individuals who would.

The newsletter was another means by which the parents and center staff had many of their concerns addressed. The main features of the newsletter as well as the problem solving section provided the parents with information on issues in the area of child growth and development, issues in parenting and childrearing, and concerns of bilingual parents. The design of the newsletter was one in which the parents and staff had a great deal of input in the choice of material each issue was to cover.

The information area and newsletter served to accelerate or possibly initiate a learning process that might have never occurred for these parents.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

There were a total of 52 parents participating in this practicum. The parents involved received, on a monthly basis, a newsletter, pamphlets and/or materials (Appendix F) to increase their knowledge in the areas of child growth and development and community resources. In addition to the practicum's intervention strategy, the child care center periodically offered workshops for the parents that reflected many of the topics covered in the monthly newsletter. Forty-nine parents completed and returned the evaluation questionnaire. The results of the practicum demonstrated that the newsletter and information area were successful in developing the parents' expertise by increasing their knowledge in the areas of child growth and development and community resources.

The first objective projected that 80% of the parents answering the Evaluation Questionnaire would answer yes to 80% of the questions. This objective was met as illustrated in Appendix C. All of the parents completing the Evaluation Questionnaire answered yes to all of the questions that dealt with the increase in their knowledge in the area of child growth and development. In other words, 100% of the parents completing the Evaluation Questionnaire answered yes to 100% of the questions that reflected an increase in knowledge in the area of child growth and development.

The positive results achieved in the first objective were further supported by the parents' response to question number five on the Evaluation Questionnaire (Appendix B). The parents had to choose one of three statements which described the center and its goals. Ninety percent of the parents answering the questionnaire chose the correct response B, while six percent of the parents chose answer C, and four percent chose answer A (Appendix C).

The second objective stated that 80% of the parents responding to the Evaluation Questionnaire would answer yes to the question stating that their knowledge of available community resources had increased (Appendix B). The results (Appendix D) demonstrated that 98% of the parents answered yes to question number six on the Evaluation Questionnaire.

Question numbers seven and eight on the Evaluation Questionnaire (Appendix B) gave further support to the successful results achieved for the second objective. These questions were developed by the writer to determine how many of the parents had actually used a community resource and would be able to name it. The results indicated that about 43% of the parents had used a community resource and were able to name them, while 57% did not (Appendix D).

The last three questions on the Evaluation Questionnaire (Appendix B) were designed by the writer to obtain feedback on the effectiveness of the practicum's implementation strategy. Ninety-six percent of the parents answering

question number nine found the exchange portion of the newsletter useful (Appendix E). All of the parents answering question number ten of the Evaluation Questionnaire felt that the information area and the monthly newsletter should be made a permanent part of the center (Appendix E). The results of the last question demonstrated that 92% of the parents had positive comments to make about the practicum implementation strategy, while 8% made no comments (Appendix E).

Conclusions

The information area and monthly parent newsletter that have been part of this practicum have served to develop parent awareness concerning their children. The results indicated that the practicum has been successful in achieving its objectives. Additionally, the practicum may have been a factor in the increase of parent participation in activities and meetings sponsored by the child care center.

The practicum was successful in getting the parents to realize that they needed to be aware of the information in the area of child growth and development and community resources. Prior to the implementation strategy, most of the parents at the center were not aware of the amount of information and resources that were available to them. These individuals faced another problem, a language barrier. Due to the parents' lack of English proficiency, most, if not all, of the literature on the market was of no use to them. The newsletter, as well as the information area, provided

parents with information and reading materials in English and Spanish.

The parents' knowledge base grew steadily during the months of implementation. As the parents' knowledge base grew, so did their awareness and confidence. This was evident in the increase in parent participation in the center's activities and workshops. Prior to the implementation strategy, the center's director mentioned during an interview (Appendix A) that there was a lack of parent participation in center workshops and activities. Consequently, the practicum has made the parents aware of the need to be actively involved in their children's education.

The success of the practicum was not only evident in the results of the data collected. Most of the parents wrote comments expressing how they felt towards the information area and newsletter. The comments ranged from one word responses to entire paragraphs, such as: Excellent!...Thank you for making me aware of my child's needs...I am grateful for the new found source of information especially in my own language...I hope the center continues to provide this service to us...We never realized how much help was available to us...Thank you. These are but a few of the comments that were made by the parents. It is evident that these parents have increased their knowledge in the area of child growth and development as well as community resources.

The writer was interested in discovering how many of the parents had used at least one of the agencies and were

able to name them. The responses to questions seven and eight on the Evaluation Questionnaire provided some interesting results. Although 98% of the parents were aware of community resources, 43% of them actually utilized one (Appendix D). This showed that not only were parents aware of community agencies but that almost half of the parents had utilized one. The actual use of an agency by the parents at the center suggested that the lack of knowledge and cultural differences that prevented these individuals from utilizing community resources were now being positively influenced. The degree of parental involvement is influenced by many factors such as cultural differences, role definition and expectations (CAPI, 1983). The practicum was successful in dealing to some degree with these factors. This was evident in the number of parents that used a community resource.

The three questions at the end of the questionnaire provided the writer with feedback on the effectiveness of the implementation strategy. The exchange section of the newsletter gave parents the opportunity to place ads or to make announcements to the rest of the center. The parents did not contribute to the section as much as the writer had wanted, but most of the parents did find it useful. Ninety-six percent of the parents answering question nine indicated that they found the section useful (Appendix E). This suggested to the writer that the parents found the exchange portion a good idea but that they were not accustomed to using this

type of service. The parents need to be further exposed to the various ways this section of the newsletter may be of service to them. In other words, the parents need to receive some form of training on the actual use of ads, since for the most part, this was something new to them.

Questions 10 and 11 on the Evaluation Questionnaire (Appendix B) provided feedback on how the parents felt about the effectiveness of the information area and the newsletter. The data indicated that all of the parents answering the Evaluation Questionnaire wanted the information area and the newsletter to become a permanent part of the child care center (Appendix E). The parents were asked to write comments concerning the implementation strategy. There were 49 parents who completed the questionnaire. Ninety-two percent of them made positive statements while eight percent made no response (Appendix E). There were no negative comments made by the parents (Appendix E). The success of the practicum was evident in the increased confidence the parents demonstrated as they wrote comments concerning the implementation strategy. Prior to the start of the practicum, the parents were hesitant about expressing their opinions. The majority of the responses to question 11 reflected a great deal of thought and concern on the part of the parents. A year ago these parents were not able to express themselves in this fashion.

In conclusion, the writer believes this project was successful in increasing the parents' expertise in the area

of child growth and develpment and community resources. Additionally, the practicum provided assistance to the acculturation process of these parents and consequently their children. The teachers at the center expressed to the writer that the parents looked forward to the monthly newsletters. The attendance to periodic workshops at the center greatly improved during the year according to the center's director. Although there is no actual proof that the increase in attendance was due to the implementation strategy, one can suppose that the information area and the newsletter may have had a positive effect on the attendance of the parents to workshops.

Recommendations

1. The information area should be a permanent part of the child care center.

2. The newsletter should be continued to be published on a monthly basis.

3. The amount of parent involvement in the actual writing and publishing of the newsletter should be increased.

4. A network should be developed between this child care center and others in the area to create community support groups through the newsletter.

5. Additional research should be conducted in order to identify ways to disseminate information to parents who are new immigrants to the United States.

Dissemination Plans

Dissemination plans of the writer are:

1. The writer will share implementation strategy with other day care centers in the area.

2. Teachers in two nearby counties will be using the newsletter to disseminate information in the area of child growth and development to their students' parents.

3. The results of the practicum will be shared at workshops and inservice activities.

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Interview Transcript

This conversation took place between the center director and the writer. The following interview sums up previous meetings and interviews between the center director and the writer. This transcript will serve to document the center's problem as real.

Writer:

During our previous meetings we have discussed the operation of the center. I would like to go with you over the area where a problem was identified.

Director:

As I mentioned to you in our previous interviews, the center has been in operation since 1979. Every year improvements have been made in areas such as curriculum and staff development. The program runs smoothly. The administrative side of the center prevents me from participating in the classrooms as much as I would like. There is another area where improvements are needed. The parents do not participate as much as I would like in center activities. Their work and/or school schedules prevent them from doing so.

Writer:

How would you say this was a problem area for the center?

Director:

The parents lack a great deal of knowledge in the area of child growth and development. For example, many times parents expect too much from their young children

academically. In addition, these parents are new to the country and for the most part their English is limited. Many parents come to see me with questions ranging from changes in their children's sleeping patterns to questions on immigration procedures. They are not aware of the many services available to them in the community.

Writer:

Has any type of program been developed to help remediate this situation?

Director:

The office staff and I try to assist them whenever possible. Unfortunately, we are limited in what we can do. However, we refer them to different agencies in the community.

Writer:

You mentioned in one of our previous interviews that workshops are given for the parents. Isn't that a good form to deal with the problem?

Director:

The number of workshops we offer has been limited to four per year. We found a lack of response on the part of the parents. Basically, they are not used to these types of activities. We encourage them to participate or their family's members. Besides, their time is limited, and they will not attend workshops on a regular basis. The parents are eager to help their children in

any way they can. Actually, if the parents could receive the information they lack, their adjustment in this country would be a great deal smoother.

Writer:

Would it be correct to describe the problem as twofold--that the parents need to increase their knowledge in child growth and development as well as their awareness of community resources?

Director:

Yes. If the parents received assistance in these areas, the situation would be greatly improved.

APPENDIX B

PARENT EVALUATION QUESTIONNAIRE

Evaluation Questionnaire

Please answer the following statements and questions as they apply to you.

---

1. As a result of the information area and newsletter, I have a better understanding of my child's development. Yes No
2. As a result of the information area and newsletter, I feel that the time I spend with my child is necessary and important. Yes No
3. As a result of the information area and newsletter, I am aware of the different types of learning activities that can be done at home with my child. Yes No
4. As a result of the information area and newsletter, I feel I have an increased understanding of the activities taking place at the center. Yes No
5. Which one of the following statements would best describe the curriculum at the center?
   A. The center's curriculum is designed to keep the children busy.
   B. The center's curriculum is designed to expose the children to a variety of activities in different areas.

The children learn the readiness skills necessary for reading, writing and math, as well as social skills, by teacher-directed activities, learning songs, playing games, and by participating in group and individual activities.

C. The center's curriculum is designed to allow the children to play games. A B C

6. As a result of the information area and newsletter, I am aware of community agencies that can benefit my family. Yes No

7. As a result of the information area and newsletter, I have used at least one community agency and/or community activity. Yes No

8. Please name one community agency you used as the result of the information given to you by the newsletter and information center. _____

9. I found the center exchange portion of the newsletter useful. Yes No

10. I would like the information area and newsletter to be a permanent part of the center. Yes No

11. Please write any comments concerning the information area and newsletter on the lines below.

_____

_____

*Please return the completed questionnaire as soon as possible. Thank you.

Cuestionario de Evaluación

Por favor responda a las siguientes afirmaciones y preguntas.

---

1. Como resultado del área de información y el boletín mensual, tengo un mejor conocimiento del desarrollo de mi hijo(a). Si No
2. Como resultado del área de información y el boletín mensual, comprendo que el tiempo que le dedico a mi hijo(a) es necesario e importante. Si No
3. Como resultado del área de información y el boletín mensual, conozco varias actividades para ayudar en el aprendizaje de mi hijo(a) desde mi casa. Si No
4. Como resultado del área de información y el boletín mensual, tengo un mejor conocimiento de las actividades que tienen lugar en el centro. Si No
5. Cuál de las siguientes afirmaciones describen el programa de aprendizaje del centro?
   A. El programa de aprendizaje del centro está diseñado para mantener los niños ocupados durante el día.
   B. El programa de aprendizaje del centro está diseñado para exponer a los niños a una variedad de actividades en diferentes áreas. Los niños aprenden

los conocimientos necesarios para leer, escribir y hacer matemática en actividades dirigidas por la maestra, cantando, jugando y participando en actividades individuales y en grupos.

C. El programa de aprendizaje del centro permite que los niños jueguen. A B C

6. Como resultado del área de información y el boletín mensual, tengo conocimiento de agencias en la comunidad que facilitan asistencia a la familia. Si No

7. Como resultado del área de información y el boletín mensual, he usado una de las agencias o actividades presentadas. Si No

8. Nombre una agencia de la comunidad que usted ha usado como resultado del boletín mensual y el centro de información. _____

_____

9. Yo encontré la sección de intercambio del boletín mensual muy ventajosa. Si No

10. Yo desearía que la área de información y el boletín mensual continuasen como hasta ahora. Si No

11. Por favor escriba a continuación algún comentario sobre el centro de información y el boletín mensual.

_____

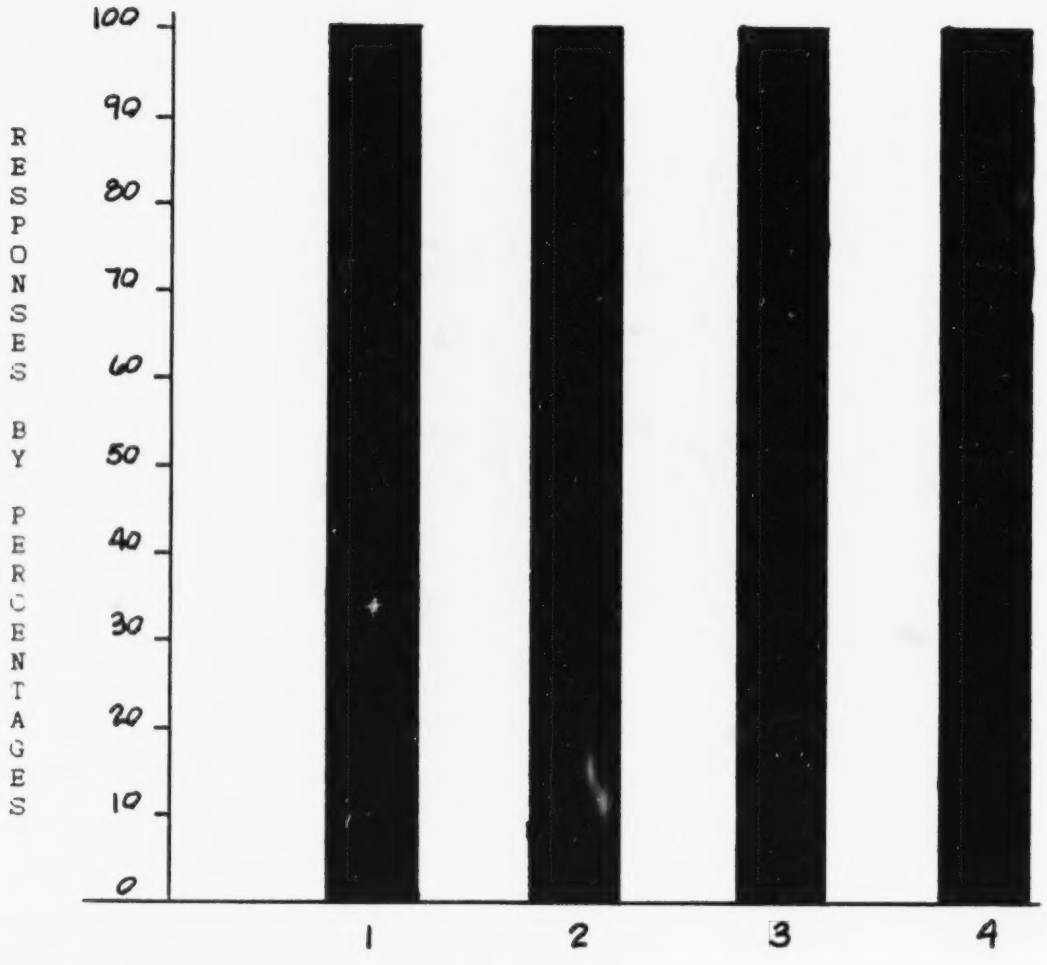
_____

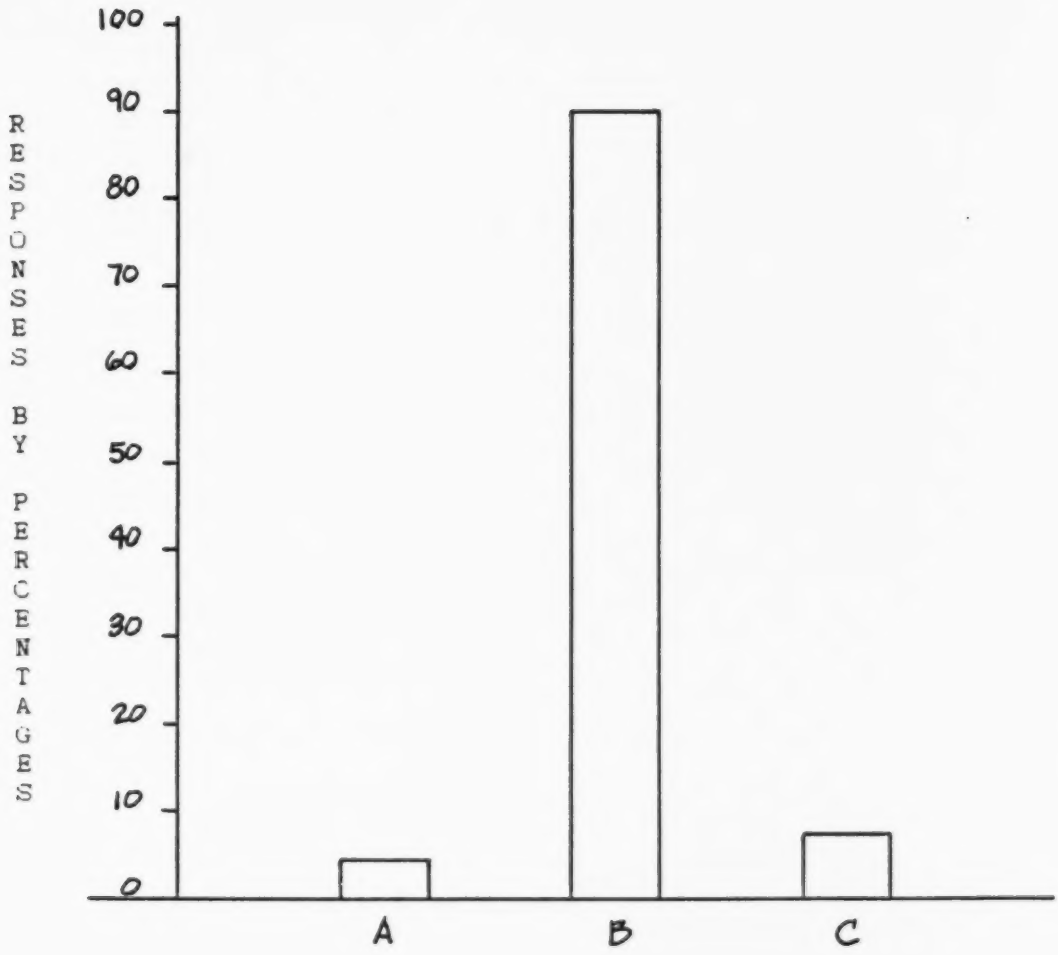
*Por favor devuelva el cuestionario lo antes posible.

Gracias.

APPENDIX C

RESULTS OF EVALUATION QUESTIONNAIRE
QUESTIONS ONE THROUGH FIVE

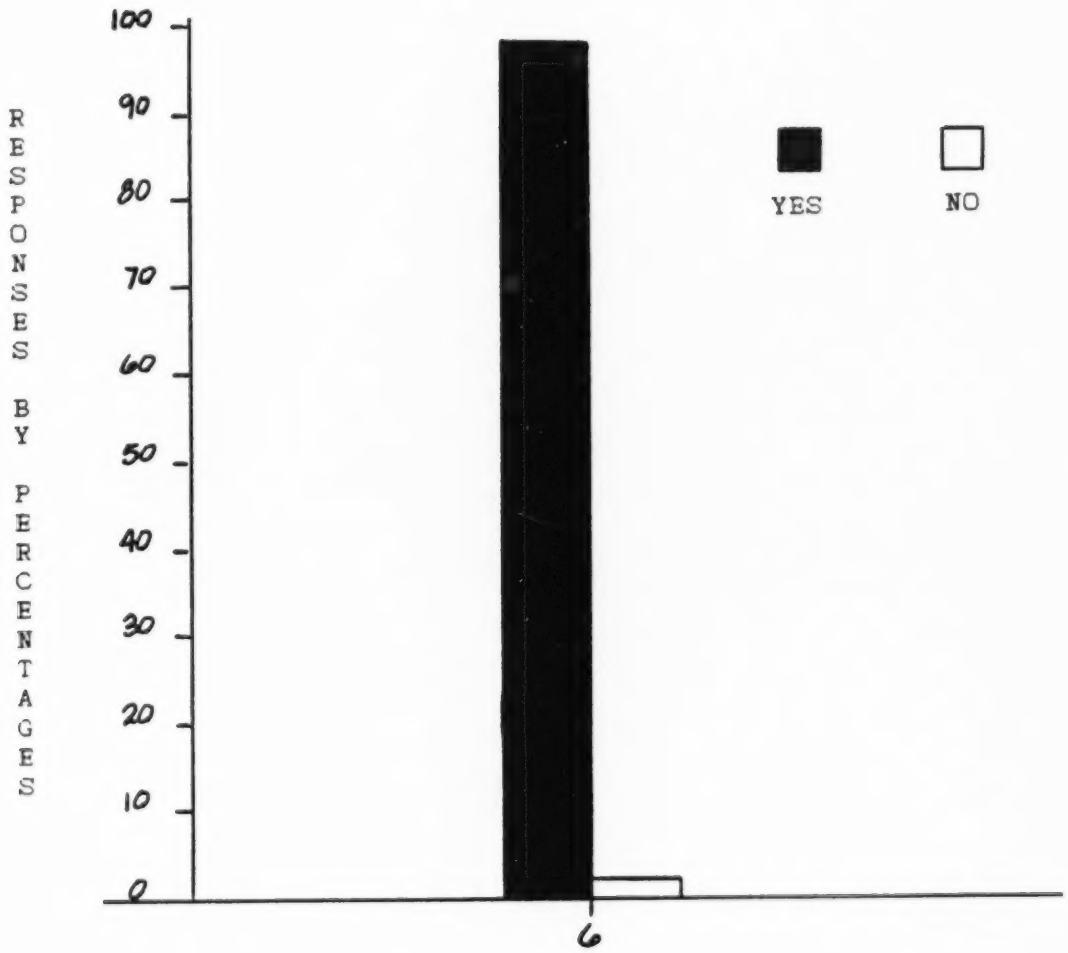




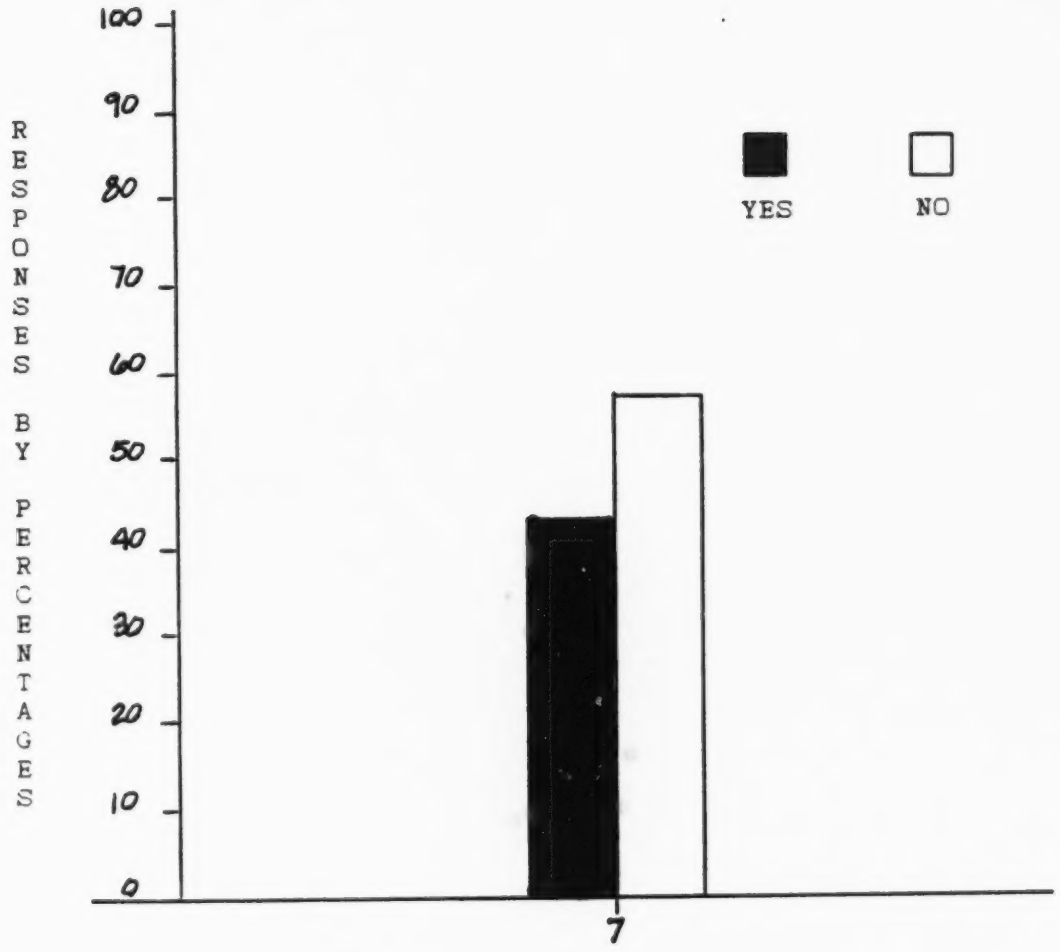
QUESTION FIVE ON THE EVALUATION QUESTIONNAIRE

APPENDIX D

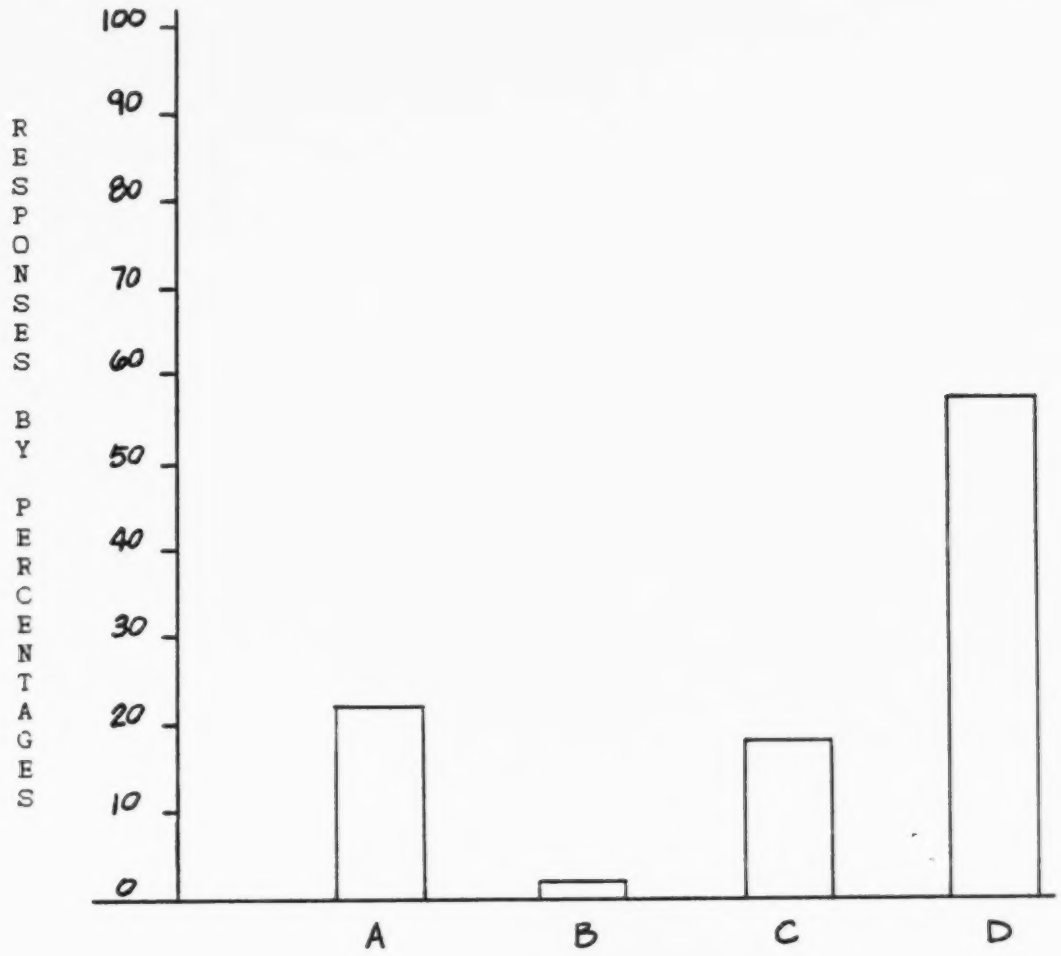
RESULTS OF EVALUATION QUESTIONNAIRE
QUESTIONS SIX THROUGH EIGHT



QUESTION SIX ON THE EVALUATION QUESTIONNAIRE



QUESTION SEVEN ON THE EVALUATION QUESTIONNAIRE



QUESTION EIGHT ON THE EVALUATION QUESTIONNAIRE

A HISPANIC LIBRARY

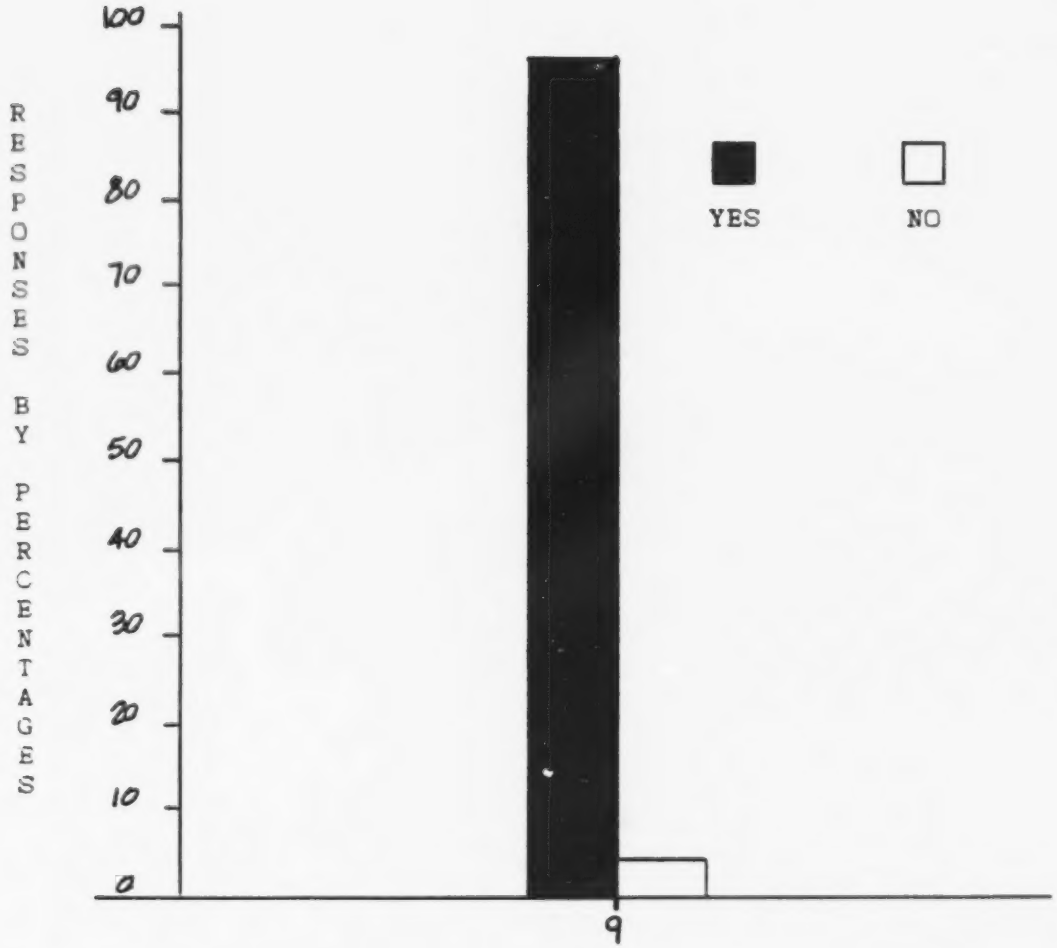
B FOOD STAMPS OFFICE

C ACCION COMMUNITY CENTER

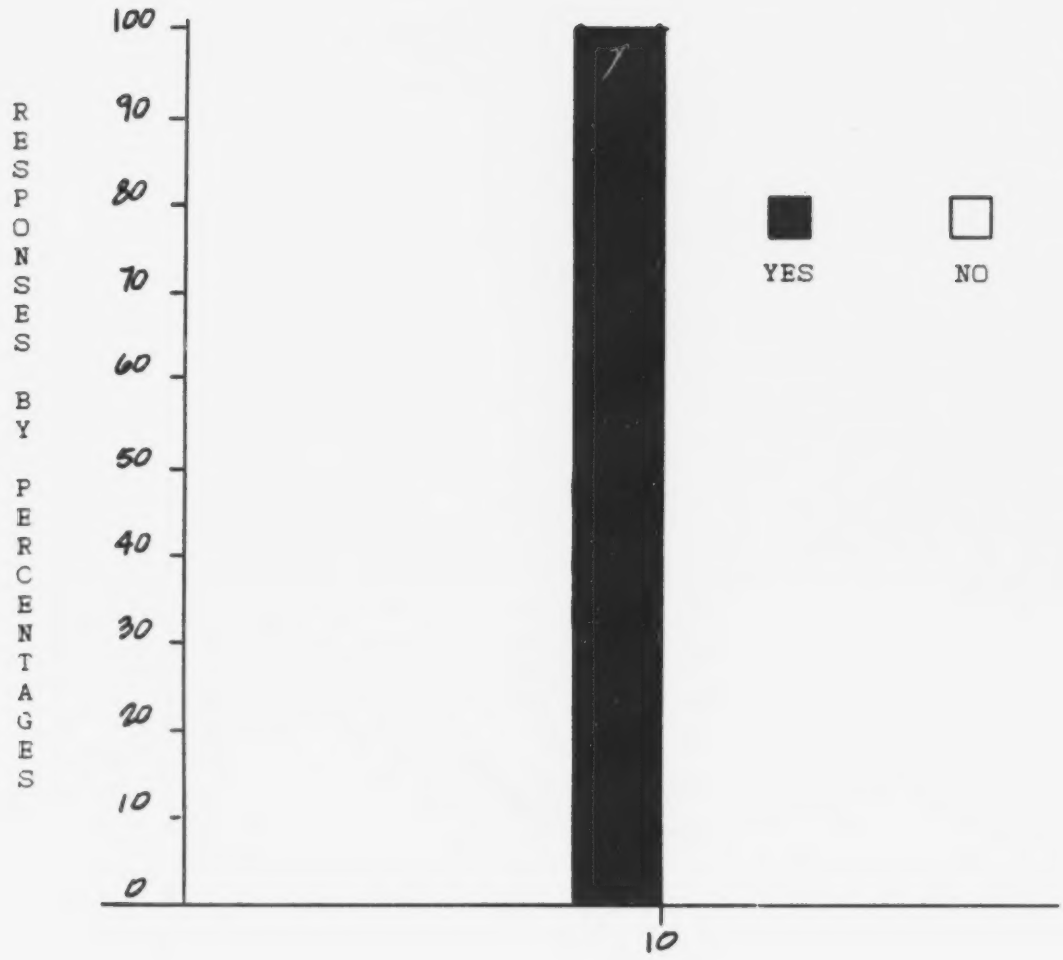
D NO RESPONSE

APPENDIX E

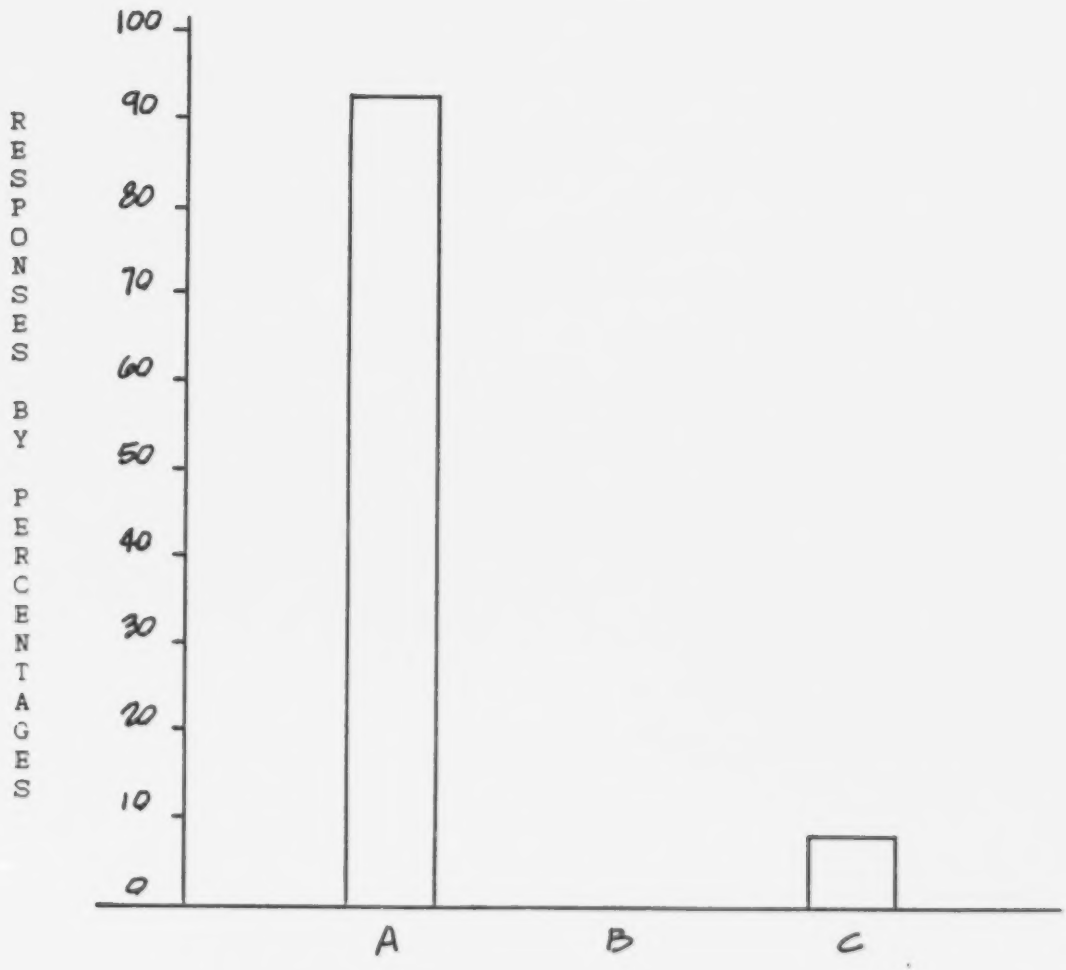
RESULTS OF EVALUATION QUESTIONNAIRE
QUESTIONS NINE THROUGH ELEVEN



QUESTION NINE ON THE EVALUATION QUESTIONNAIRE



QUESTION TEN ON THE EVALUATION QUESTIONNAIRE



QUESTION ELEVEN ON THE EVALUATION QUESTIONNAIRE

A POSITIVE COMMENTS

B NEGATIVE COMMENTS

C NO RESPONSE

Community Resources

"Accion" Community Agency
395 NW 1 Street
Miami, FL 33128
(305) 579-5600

American Red Cross
(305) 576-4600

"Centro Mater"
418 SW 4 Avenue
Miami, FL 33130
(305) 545-5049

Citizens Services
(305) 375-5656

Foreign Student Registration Center
1080 La Baron Drive
Miami Springs, FL
(305) 884-2044

Hispanic Branch Library
2190 W. Flagler St.
Miami, FL 33130
(305) 541-9444

International Reading Association
800 Barksdale Rd.
PO Box 8139
Newark, Delaware 19714

Miami Mental Health Center
2700 SW 87 Ave.
Miami, FL 33143
(305) 553-4322

Parks & Recreation Dept.
2600 S. Bayshore Dr.
Miami, FL
(305) 579-6916

Poison Control Center
1-800-342-3222

APPENDIX G

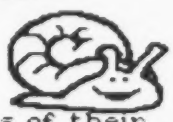
SAMPLE COPIES OF NEWSLETTERS

IS READING ALOUD TO CHILDREN IMPORTANT?

Reading to children from an early age encourages the development of a curiosity about books and a desire to learn to read quickly and well. Children learn what reading is all about by being read to. Reading to children enhances their vacabulary and experiences. Children that are read to discover that books can be a rich source of information, enjoyment, and challenge. One of the most important reasons for reading to your child is that it allows him/her the opportunity to enjoy an experience with someone else, either on a one to one basis or as part of a group.

A special time should be set aside everyday for reading. This doesn't have to be reading strictly from a book. Story telling and other sources of reading related materials can be used. The idea is to get the family to read and reading is more enjoyable when it is shared.

Here are some tips on the importance of reading: Make reading personal by allowing children to choose the books they like. Let your children keep a special place to keep books of their own or borrowed. Parents should set an example for their children by reading themselves. Books can be used to develop and reinforce values in children. Remember that books can serve to teach and entertain children and adults alike.



YOUR HOME IS YOUR CHILD'S FIRST SCHOOL!

Parents are their children's first teachers. Your child's chances of succeeding in school will increase depending on the extent of what you have done before school starts. Readiness for school begins at home. This stage of mental, social and physical maturity at which a child can learn to read and function in school successfully is a direct product of the home.

Your child's outlook on life will be developed in your home. Parents need to be familiar with the factors that can influence your child's growth and development. This knowledge will give you the opportunity to provide experiences that will enrich your child's life.

A brochure on this topic will be available to you at the center from the International Reading Association. Don't forget to pick up your free copy of "Your Home Is Your Child's First School"!

HALLOWEEN

TIPS FOR PARENTS

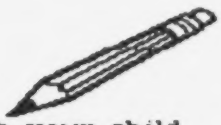
1. Go out with your children trick or treating in a large group.
2. Do not allow children to go trick or treating to strangers homes.
3. Do not go out trick or treating after sundown.
4. Inspect all candy before allowing children to eat it.
5. Throw out any peices of candy that are not tightly wrapped.
6. Instead of going out trick or treating get together with other families in the neighborhood and give your children a party.
7. Celebrate Halloween on the 29th of October at the Hispanic Branch Library. The library will offer all types of Halloween activities for children starting at 4:00 p.m. that day.

HAVE A HAPPY AND SAFE HALLOWEEN!

MONTHLY CURRICULUM INFORMATION

This month at the center the children will be celebrating Hispanic Heritage Week and Halloween. Ask your child to tell you about the different activities he/she will be participating in.

The children will also be learning about the five senses (smell, taste, touch, hearing, and sight) and the family. Review the five senses and how they are used with your child. Talk to your children about the family. Have your child identify the members of his family.



AGENCY OF THE MONTH: MIAMI MENTAL HEALTH CENTER

The Miami Mental Health Center offers many services for the entire family. Some of these services are:

Individual Therapy
Couple and Marital Therapy
Family Therapy
Group Therapy
Specialized Services for Children
Educational and Training Seminars
Psychological an Psychiatric Evaluations

These and other services are offered free of charge or based on your families total income. All sevices are offered in English and Spanish. For more information call . The agency's address is;

2700 SW 87th Ave
Miami, FL
305-553-4322

OCTOBER EVENTS

Hispanic Branch Library
Saturday, Oct. 25
3:00 p.m.: "El Grupo Chicos" (theatrical group will present 3 plays for children).
Wednesday, Oct. 29
4:00 p.m.: Halloween activities for children at the library(movies, costume contest and much more).
Saturday, Nov. 1
2:30 p.m.: "Planet Ocean Presents..." (a program for children).

PROBLEM SOLVING

QUESTION: My child is continually biting his fingernails what can I do to eliminate this habit?

RESPONSE: A child who habitually nibbles on his or her fingernails has often picked it up from a playmate or a parent. Sometimes, if a child is under special tension taking the tension away may relieve the situation. At times, encouraging pride in appearance will help, especially if the parent sets an example of well cared nails.

Nagging the child to stop bitting his fingernails will probably not work and may make the situation worse. What you need to do is to be patient.

WE NEED!!

We would like to take this opportunity to say THANK YOU to all the persons who have donated items to the center.

We are still in need of the following items: clothes (for adults and children) and furniture (tables, sofas, beds, etc.). If you can donate any of these items please contact Mrs. Lourdes Garcia at the center.

DURING THE MONTH OF NOVEMBER WE WILL HAVE AN IMPORTANT MEETING ON PREVENTING CHILD ABUSE. WE HOPE TO SEE YOU IN NOVEMBER!

October 1986

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Have your child color a picture.	2 Have your child cut out a picture.	3 Have your child trace an object on paper.	4 Have your child bounce a ball.
5 Have your child place small objects into a bottle.	6 Have your child pile up blocks (any objects).	7 Talk to your child about your native country.	8 Describe life in your native country to your child.	9 show your child pictures of your native country.	10 Explain to your child why we celebrate Hispanic week.	11 Talk to your child about the Hispanic countries.
12 Have your child jump over an object with his feet together.	13 Have your child use his sense of smell to guess what you are cooking.	14 Have your child close his eyes and use his sense of touch to identify a group of objects.	15 Have your child use his sense of sight to classify a group of objects by their colors.	16 Have your child close his eyes and identify the sounds he hears.	17 Have your child close his eyes. Ask him/her to taste a fruit and identify it.	18 Have your child jump from one point to another in a straight line.
19 Have your child jump from one point to another, turn around and return jumping.	20 Encourage your child to play and share with other children.	21 Invite a group of children over to your house to play with your child.	22 Organize games for children in which your child can take a leadership role.	23 Encourage your child to accept positively when other children are in leadership roles.	24 Emphasize the importance of following rules in a game and playing fair.	25 Teach your child to respect the toys of other children.
26 Have your child place objects in groups according	27 Have your child place objects in groups by	28 Have your child color a picture of a pumpkin	29 Have your child color a picture of a bat black	30 Have your child draw 3 orange circles and 3 black squares.	31 Review the Halloween tips found in the newsletter with your children.	

NOTICIAS DEL CENTRO

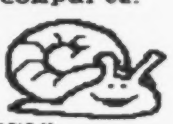
OCTUBRE 1986
EDICIÓN 4

¿ES IMPORTANTE LEERLE A SUS HIJOS?

Leerle a los ninos desde pequenos desarrolla la curiosidad sobre los libros y el deseo de aprender a leer más temprano y con mejor cualidad. Los niños aprenden a comprender todo lo que es lectura cuando se les lee. Al leerles, los niños mejoran su vocabulario y sus experiencias. Los niños a los cuales se les lee descubren que los libros son una fuente de información, entretenimiento, e, interés. Una de las razones más importantes por la cual usted le debe leer a su hijo es que le está dando la oportunidad a el niño/a de compartir una experiencia con otra persona o como parte de un grupo.

Un tiempo especial se debe dedicar al dia para la lectura. Esto no tiene que ser necesariamente la lectura de un libro. Contar cuentos y otros tipos de materias para leer también pueden ser efectivos. La idea es hacer que la familia lea y la lectura se disfruta más cuando se comparte.

En las siguientes líneas se le presentará algunas ideas sobre la lectura: Haga la lectura algo personal, deje que sus hijos escojan los libros que les gustan. Permita que sus hijos tengan un lugar especial para mantener sus libros o los libros que han cogido prestados. Los padres deben de leer para darle a sus hijos un buen ejemplo. Use libros para enseñar y reforzar valores en los niños. Recuerde que los libros enseñan y entretienen a niños y adultos.



¡SU CASA ES LA PRIMERA ESCUELA DE SU HIJO!

Los padres son los primeros maestros de sus hijos. Las probabilidades de que sus hijos triunfen en la escuela aumenta dependiendo de la preparación que los niños reciben antes de empezar en la escuela. La preparación del niño para empezar la escuela empieza en el hogar. Estar listo para empezar el colegio es una etapa mental, social y de madurez física. El niño que está en esta etapa puede aprender a leer y a funcionar en la escuela sin dificultad. Esta preparación es un producto del hogar.

El niño desarrolla su perspectiva de la vida en el hogar. Los padres necesitan saber los factores que influyen en el desarrollo. Este conocimiento les dará la oportunidad de enriquecer la vida de sus hijos.

En el centro puede obtener una copia de un folleto escrito por la Asociación Internacional de Lectura. Este folleto le dará información sobre este tópico. No olvide de recoger su copia de "El Hogar es la Primera Escuela del Nino"!

"HALLOWEEN"

SUGERENCIAS PARA LOS PADRES

1. Salga con sus niños en grupos grandes a recoger golosinas.
2. No permita que su niño recoja golosinas en casa de personas desconocidas.
3. No salgan a recoger golosinas después de la puesta del sol.
4. Revise todas las golosinas antes de comerlas.
5. Bote las golosinas que no estén bien cerradas.
6. Organize una fiesta para los niños de su vecindario con sus vecinos.
7. Celebre "Halloween" el 29 de octubre en la biblioteca Hispana. En la biblioteca tendrán actividades y películas para los niños.

¡TENGAN UN "HALLOWEEN" FELIZ Y SIN PELIGRO!

INFORMACIÓN MENSUAL DEL PROGRAMA DE APRENDIZAJE

Este mes en el centro vamos a celebrar la semana de la Hispanidad y "Halloween". Pregúntele a su hijo/a sobre las diferentes actividades que estamos realizando.

Los cinco sentidos (olfato, vista, tacto, oido y gusto) y la familia seran tópicos para este mes. Repasen con sus niños los sentidos y como se utilizan. Háblele a su hijo de la familia. Pídale a su hijo/a que identifique los miembros de su familia.

LA AGENCIA DEL MES: "MIAMI MENTAL HEALTH CENTER"

La oficina del "Miami Mental Health Center" ofrece muchos servicios para la familia. Algunos de estos servicios son:

Terapia Individual
Terapia en Grupos
Servicios Especializados Para Niños
Entrenamiento Educacional y Cursos Educacionales
Evaluaciones Siquiátricas y Sicologicas

Estos y otros servicios se ofrecen gratis o a un bajo costo dependiendo de su ingreso económico. Todos los servicios se ofrecen en Inglés y Español. Para mas información llame al 553-4322. La direccion es 2700 S.W. 87th Ave.

EVENTOS EN OCTUBRE

La Biblioteca Hispana
Sábado, oct. 25

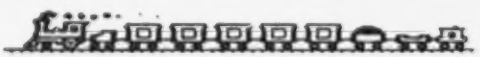
3:00 p.m.: El Grupo Chicos (presentara 3 obras de teatro para niños).
Miercoles, oct. 29
4:00 p.m.: Actividades para celebrar "Halloween" en la biblioteca (peliculas, concurso de disfraces y mucho más).
Sabado, nov. 1
2:30 p.m.: "Planet Ocean Presents..." (un programa para los niños sobre el mar).

RESOLVIENDO PROBLEMAS

PREGUNTA: Mi niño se come las unas. ¿Que puedo hacer para quitarle esta costumbre?

RESPUESTA: El niño que se come las uñas ha visto a un amigo o a un adulto hacerlo y lo ha aprendido. Algunas veces los niños se comen las uñas cuando tienen alguna tension o problema, en este caso el problema se peude remediar. Si usted le hace ver al niño la importancia de su apariencia esto puede aliviar el problema. Los padres deben de dar un buen ejemplo de uñas cuidadas. Esto es lo mas efectivo.

Si usted le pelea continuamente al niño puede empeorar la situación. Espere un poco y tenga paciencia.



NECESITAMOS!!

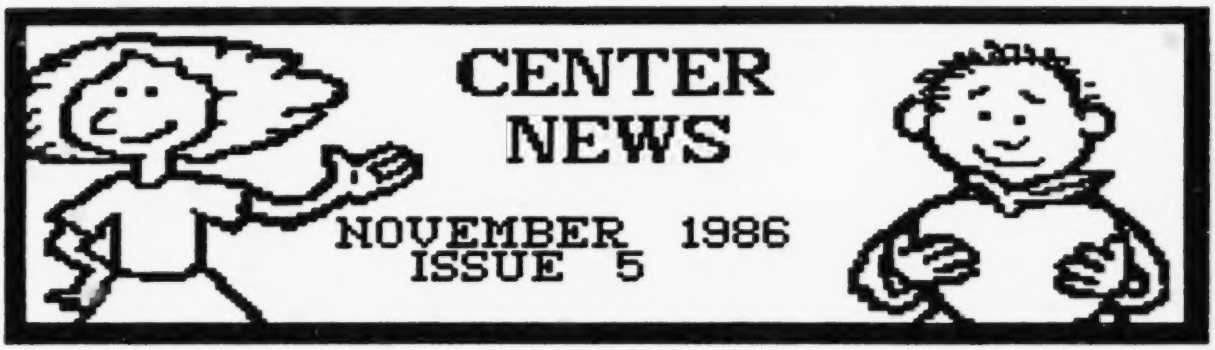
Queremos tomar esta oportunidad para darle las gracias a todas las personas que an contribuido articulos al centro.

Necesitamos ropa para adultos y niños asi como mesas, sofas, camas,etc. Si tiene algunos articulos para donar avísele a la Sra. Lourdes Garcia en el centro.

EN EL MES DE NOVIEMBRE TENDREMOS UNA REUNION IMPORTANTE SOBRE COMO PREVENIR EL ABUSO DE MENORES. ¡LOS ESPERAMOS EN NOVIEMBRE!

October 1986

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Haga que su hijo/a coloree una lámina.	2 Haga que su hijo/a recorte una lámina.	3 Haga que su hijo/a calque un objeto en papel.	4 Haga que su hijo/a haga rebotar pelota.
5 Haga que su hijo/a coloque objetos pequeños dentro de una botella.	6 Haga que su hijo/a amontone bloques(o objectos) y realice otras actividades semejantes.	7 Hablele a su hijo/a de su pais de origen.	8 Cuentele a su hijo/a un cuento de su pais de origen.	9 Enseñele fotos a su hijo/a de su pais de origen.	10 Hablele a su hijo/a sobre lo que quiere decir celebrar la semana de Hispanidad.	11 Hablele a su hijo/a de los paises Hispanos.
12 Haga que su hijo salte sobre un objeto con los pies juntos.	13 Haga que su hijo/a use su sentido del olfato para adivinar lo que usted esta cocinando.	14 Haga que su hijo/a cierre los ojos y use el sentido del tacto para identificar un grupo de objetos.	15 Haga que su hijo use el sentido de la vista y aparee un grupo de objetos por sus colores.	16 Haga que su hijo/a cierre los ojos y identificas los sonidos que oye.	17 Haga que su hijo/a cierre los ojos y derle a probar diferentes frutas Pidale que las identifique.	18 Haga que su hijo/a salte de un punto señalado hasta otro a lo largo de una senda
19 Haga que su hijo/a salte de un punto señalado a otro y que después de la vuelta y regrese saltando.	20 Anime a su hijo/a a jugar y compartir con otros niños	21 Invite a otros niños a jugar en su casa.	22 Organise juegos en los cuales su hijo/a puede ser el líder.	23 Anime a su hijo/a a sentirse bien cuando otro niño/a es el lider.	24 Haga énfasis en la importancia de respetar las reglas del juego-todo el mundo se siente mejor cuando se juega limpio.	25 Enseñe a su hijo/a a respetar los juguetes de otros niños.
26 Haga que su hijo/a ponga objetos en grupos por sus tamaños.	27 Haga que su hijo/a ponga objetos en grupos por sus colores.	28 Haga que su hijo/a coloree una lamina de una calabaza en anaranjado.	29 Haga que su hijo/a coloree una lamina de un murcielago en negro.	30 Haga que su hijo/a dibuje 3 circulos anaranjados y 3 cuadrados negros.	31 Repase con sus hijos las surgerencias de "Halloween" para los padres que se encuentran en el boletin con sus niños.	



MOTIVATING YOUR CHILD TO READ!

The ability to read is a skill that your child will need for the rest of his/her life. Like any other skill it needs to be developed and encouraged in order to achieve competency. Reading is not a subject that should only be learned in school. It should be something looked upon as pleasureable and exciting. Reading should not be treated as solely a school subject. It should be regarded as entertainment, enrichment, satisfaction, and fulfillment (International Reading Association).

As a child matures so should his or her appreciation for reading. The right kind of encouragement will make reading useful and enjoyable to your child.

Here are some tips on how you can stimulate your child's interest in reading:

1. Be a good listener. Listen to your child read or tell stories aloud without being overly critical.
2. Be willing to share. Set a special time aside to read with your child. You may choose to read your own material separately, or read the same story together.
3. Provide reading related activities. There are many activities that are related to reading that can be used to develop an interest in reading. Activities such as having your child dictate a story while you write it down can accomplish this.

4. Where to get guiidance. Librarians and educators are a great source of information.

At the center this month you will be able to obtain a copy of a brochure by the International Reading Association. In this brochure, titled You Can Encourage Your Child to Read, additional information on this subject can be found. Don't forget to pick up your copy.

TAKING CARE OF YOUR CHILD'S TEETH

The primary teeth or the first teeth that a child gets are very important. These teeth are used not only for chewing but for the development of proper speech habits and preparing the space for the permanent teeth that begin to erupt at about 6 years of age.

A baby's teeth should be cleaned as soon as they begin to appear. Once a day your baby's teeth should be wiped off with a piece of gauze or damp washcloth. This prevents the buildup of sticky decay-causing substance call plaque, suggests Dr. K. Kula, associate professor of pediatric dentistry at the University of Maryland School of Dentistry. Tooth cleaning in the preschool years and until age 6 or 7 should be the parents job not the child's.

Here are some brushing and tooth care hints:

1. Get the right toothbrush. Use a small headed, soft bristled childs brush with a straight handle that fits into your childs mouth easily and won't scratch his/her gums.

2. Use a small amount of toothpaste. A flouride toothpaste is recomended because it helps prevent decay.
3. Try using your lap. Sit down and ask your child to stand in front of you with his back to you. Then let him/her lean his head backward into your lap. Now you can see his teeth easily while you brush. Use your free hand to help hold his lips open.
4. Use a mirror. Kids like to imitate, so give them access to a mirror. They will do a better job if they are watching you brush your teeth as they are brushing theirs.
5. Check frequently. It is improtant to keep primary teeth until they are shed naturally, so you should inspect your

child's mouth and teeth and report anything unusual to your dentist (Jones, 1985, Dental Health Advisor Information Center).

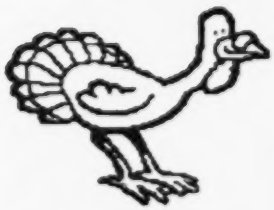
MONTHLY CURRICULUM INFORMATION

This month at the center the children will be learning about Thanksgiving and community helpers. Ask your child to describe some of the different workers within our community and what they do. Allow your child to describe what Thanksgiving means to him/her.

AGENCY OF THE MONTH: "CENTRO MATER"

"Centro Mater is a charitable, non-profit, community agency which provides after-school care, summer camp, teenager activities and social support services to families. This center promotes the growth and development of children, giving the parents the opportunity to work and upgrade their skills. The center has an excellent after-school program for children, as well as offering a variety of other programs.

"Centro Mater" is located on:
418 S.W. 4th Avenue
Miami, Florida 33130
(305) 545-6049



NOVEMBER EVENTS

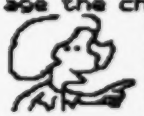
Hispanic Branch Library
Wednesday, Nov. 19, 4:00 p.m. "Secret of the Nimh" (children's movie).
Saturday, Nov. 22, 3:00 p.m. A puppet show in Spanish for children.
Saturday, Nov. 29, 3:00 p.m. "The Five Fingers of Dr. T". (movie for children)
Wednesday, Dec. 3, 5:00 p.m. "Colorin Colorado" (story sharing time for three to five year olds in Spanish).

HAVE A HAPPY AND PEACEFUL THANKSGIVING!

PROBLEM SOLVING

QUESTION: My two year old refuses to share any of her things. At times it seems that the only word she knows is MINE! What can I do to get her to share with other children?

RESPONSE: "Mine! Mine!" These words are quite common among two year olds. Although it may be upsetting and frustrating at times this is very normal for two year olds. It is almost impossible for the two year old to be expected to understand the value of sharing. At this age the child views her belongings as an extension of herself and her territory. It is important that you understand that at times she will not be able to share. By the age of three she will have a better understanding of the importance of sharing. Until then be patient.



Remember, the best way to teach your child to share is to set an example yourself. Children love to imitate so use that to your advantage.

Parents need to remember that you are still your child's most important model, he/she wants to and will become like you.

We would like to take this opportunity to thank all the persons who have donated items to the center.

We are still in need of the following items: clothes (for adults and children) and furniture (tables, sofas, beds, etc.). If you have any of these items please contact Mrs. Lourdes Garcia at the center.

Next month the KIWANIS help us celebrate Christmas!

November 1986

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Have your open and close the zipper on a jacket.
2 Have your child kick a ball.	3 Have your child botton up a shirt.	4 Have your child throw a ball to someone else.	5 Have your child tie his shoelaces.	6 Have your child climb on equipment in the park. Illustrate how hands & feet should be placed.	7 Have your child place pegs into a peg board.	8 Ride a swing with your child. Show him/her how to use your body to swing back & forth.
9 Have your screw and unscrew lids, nuts and bolts.	10 Have your child march to a steady beat.	11 Have your child play with jigsaw puzzles.	12 Have your child compare snapshots of himself now and a few years ago. Ask him/her what is different.	13 Have your child compare the sizes of his clothes from this and last year.	14 Have your child compare the heights and weights of the members of his family.	15 Give your child boxes of different sizes to play with. Ask him/her what can be done with them.
16 Review the names of the mayor body parts with your child.	17 Have your child name the mayor body parts and how they are used.	18 Have your child draw a picture of a person and name the body parts.	19 Ask your child to identify the senses and how they are used.	20 Make up riddles for your child to guess about the body parts.	21 Have your child place his/her right are into a shirt sleeve.	22 Have your child place a spoon to the right of a plate.
23/30 Have your child place a glove on his/her right hand. / Have your child place a glove on his/her left hand.	24 Have your child lift her/his/her right foot.	25 Have your child point to his/her right ear.	26 Have your child place his left arm into a shirt sleeve.	27 Have your child raise his/her hand.	28 Have your child lift his/her left foot	29 Have your child point to his/her left ear.

¡COMO MOTIVAR A SU HIJO A LEER!

La habilidad de poder leer es un conocimiento que su hijo/a nercesitara por el resto de su vida. Como en cualquier otra destreza es necesario que esta se anime y se desarrolle para poder llegar a un nivel alto de entendimiento. La lectura no se aprende en la escuela solamente y se debe mirar como una actividad la cual se disfruta. La habilidad de leer no se debe tratar como un tema más en el dia del estudiante. La lectura se debe mirar como una fuente para el entretenimiento, el enriquecimiento, la satisfacción y la realización (La Asociación Internacional de Lectura).

Sugerencias para estimular el interés en la lectura:
1. Los padres deben de ser buenos oyentes. Escuche a su hijo/a, no para corregir cada palabra, sino para participar en la actividad.
2. Los padres deben compartir la situación de lectura. No permita que se apartre su lectura de la de su hijo/a. Se debe buscar el momento en que puedan leer juntos. Los padres pueden leer sus propios materiales por separado o el mismo cuento.
3. Los padres deben proporcionarle actividades afines con la lectura. Existen muchas actividades que están relacionadas con la lectura y se pueden usar para estimular el interés. Una actividad que ayudará a lograr este propósito es que el nino/a escriba cuentos o se los relate a sus padres para que los escriban.

4. Lugares o personas que puedan dar asistencia para lograr más interés en la lectura. Los bibliotecarios y los maestros puden ser muy útiles en esta área. Ellos son una fuente de información sobre este tema.

En el centro, este mes, podrá obtener una copia de un folleto escrito por la Asociación Internacional de Lectura. En este folleto, titulado "Cómo estimular la lectura en el nino", se encuentra información adicional sobre este tema. No olvide de recoger su copia.

COMO CUIDAR LA DENTADURA DE SU HIJO/A

Los primeros dientes del niño son muy importantes. Estos primeros dientes se usan no solamente para masticar sino para el desarrollo del habla y la preparación de espacios para los dientes permanentes a los seis años.

Los dientes del bebé se deben de comenzar a limpiar al instante que salgan.

Los dientes de un bebe se deben de limpiar una vez al dia a mano usando una gasa. Esto impedirá que se acumule una sustancia pegajosa en los dientes que causa la pudrición de estos (Dr. K. Kula, profesora de pediatría dental para la Universidad Dental de Maryland). La limpieza en los años preescolares y hasta la edad de 6 a 7 años debe de ser la responsabilidad de los padres.

Sugerencias para el cuidado y limpieza de la dentadura de niños:
1. Use un cepillo adecuado. Use un cepillo pequeño para niños que sea suave y de mango derecho. El cepillo debe de caber en la voca de su hijo fácilmente sin lastimarle las encías.

2. Use una cantidad pequeña de pasta de dientes. Una pasta con florúdo se recomienda porque ayuda a impedir las caries.
3. Siéntese y ponga a su hijo/a de espalda al frente de usted. Permita que recueste la cabeza sobre sus piernas. Ahora podrá ver fácilmente los dientes de su hijo/a para cepillarselos. Use la otra mano para mantener los labios del nino abiertos.
4. Use un espejo. A los niños les gusta imitar a los adultos. Los niños se limpiarán mejor la boca si usted se cepilla con ellos.

5. Revise la dentadura de su hijo/a amenudo. Cuando encuentre algun problema visite a su dentista (Jones, 1985 Dental Health Advisor Information Center).

INFORMACIÓN MENSUAL DEL PROGRAMA DE APRENDIZAJE

Este mes en el centro estamos aprendiendo sobre los diferentes empleos en la comunidad y el dia de Acción de Gracias. Preguntele a su hijo/a sobre las diferentes personas que nos ayudan en la comunidad. Permitale a su hijo/a que le explica por que se celebra el dia de Acción de Gracias.

LA AGENCIA DEL MES: CENTRO MATER

Centro Mater es una agencia comunitaria caritativa y gratuita. El centro presta servicios de cuidado de niños despues de horas escolares, actividades en el verano, actividades para los adolescentes y tiene grupos sociales para los adultos. El centro promueve el desarrollo de los niños dandole la oportunidad a los padres de trabajar o estudiar.

El centro tiene muchos programas que benefician a la comunidad.

Centro Mater esta localizado en el 418 S.W. 4th Ave. en Miami. El telefono es 545-6049.

EVENTOS EN NOVIEMBRE

La Biblioteca Hispana
Miercoles, Nov. 19, 4:00 p.m. "Secret of the Nimh" (pelicula para niños).
Sábado, Nov. 22, 3:00 p.m. Un espectáculo para los niños de titeres.
Sábado, Nov. 29, 3:00 p.m. "The Five Fingers of Dr. T" (una pelicula para los niños).
Miercoles, Dec. 3, 5:00 p.m. Colorin Colorado (cuentos para niños de 3 a 5 años).

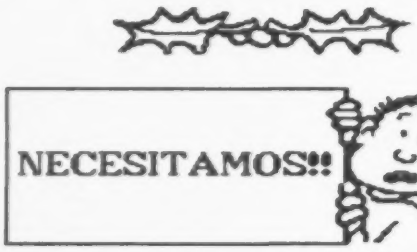
¡DECEOS DE PAZ Y FELICIDAD PARA TODOS EN EL DIA DE ACCION DE GRACIAS!

RESOLVIENDO PROBLEMAS

PREGUNTA: Mi hija tiene dos años y se niega a compartir sus cosas. Hay veces que la unica palabra que dice es "MIO". ¿Que puedo hacer para que ella comparta sus cosas con otros niños?

RESPUESTA: "MIO! MIO!" Estas palabras son muy comunes en los niños de dos años de edad. Es muy difícil para un niño en esta etapa que comparta sus cosas. Ellos no comprenden el valor de compartir sus pertenencias. El niño de esta edad ve sus pertenencias como parte de si mismo y su territorio. Es importante que usted comprenda, que a esta edad no le es facil compartir sus cosas. A la edad de tres años los niños empiezan a comprender el concepto de compartir con otros. Hasta entonces tenga paciencia.

Recuerde que usted es el mejor ejemplo para su hija.



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¡EN EL MES DE DICIEMBRE LOS KIWANIS NOS AYUDARAN A CELEBRAR LAS NAVIDADES!

November 1986

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Haga que su hijo la corra el cierre (el "zipper") de una chaqueta.
2 Haga que su hijo/a patee una pelota.	3 Haga que su hijo/a se abotone la camisa.	4 Haga que su hijo/a tire una pelota a otro persona.	5 Haga que su hijo/a se amarre los zapatos.	6 Haga que su hijo/a se trepe a lugares seguros. Muéstrele como colocar las manos y los pies.	7 Haga que su hijo/a inserte estaquillas en un tablero perforado.	8 Montese en un columpio con su hijo. Enseñe-le como meserse por medio de los movimientos del cuerpo.
9 Haga que su hijo/a enrosque y desenrosque tuercas, tornillos y tapas.	10 Haga que su hijo/a marche siguiendo un ritmo regular.	11 Haga que su hijo/a complete rompecabezas.	12 Haga que su hijo/a compare una foto de él con otra de hace algunos años. Pregúntele como a cambiado.	13 Haga que el niño/a compare la ropa del año pasado con las tallas de este año.	14 Hage que su hijo/a compare la altura y el peso de los miembros de la familia.	15 Haga que su hijo/a juegue con cajas de diferentes tamaños. Pregúntele que se pueden hacer con ellas.
16 Repase con su hijo/a los nombres de las partes del cuerpo.	17 Haga que su hijo/a nombre las partes del cuerpo y que diga para que sirve cada una.	18 Haga que su hijo/a dibuje una persona y que nombre las partes del cuerpo.	19 Pregúntele a su hijo/a sobre los cinco sentidos y en cual parte del cuerpo se encuentran.	20 Haga que su hijo/a adivine adivinancias sobres las partes del cuerpo. (Que uso para tocar?)	21 Haga que su hijo/a meta el brazo derecho en una manga de camisa.	22 Haga que su hijo/a ponga una cuchara a la derecha del plato.
23/30 Haga que su hijo/a se ponga un guante en la mano derecha. Haga que su hijo/a se ponga un guante en la mano izquierda.	24 Haga que su hijo/a levante el pie derecho.	25 Haga que su hijo/a señale a su oreja derecha.	26 Haga que su hijo/a meta el brazo izquierdo en una manga de camisa.	27 Haga que su hijo/a levante la mano izquierda.	28 Haga que su hijo/a levante el pie izquierdo.	29 Haga que su hijo/a señale a su oreja izquierda.

HOW TO ENCOURAGE LANGUAGE DEVELPMENT IN YOUNG CHILDREN

It is important that parents talk to their children as much as possible. The more you talk with your child the more she/he will learn and will want to talk to you. The language of young children is different from an adult's manner of speaking. Children may pronounce words differently, confuse some words, put words in different sentence order, and use verb tenses in uncommon ways.

When a child makes a mistake correct him by repeating the word, or phrase, or sentence in the correct way. Correct your child's language in a positive way. Saying to your child "That's wrong" or "Can't you say it right" will discourage him/her from speaking.

It is important to remember that your child may understand many words and sentences but the ability to express ideas verbally may lag. Thus, as parents we need to assist children in their efforts to express themselves. Encourage your child to converse with you, regardless of his actual abilities. Children need the opportunity to try new words, and to receive yor attention and encouragement for any effort made.

Take advantage of all possible opportunities to talk to your child. Talk to your child during meals, while dressing him/her, while bathing him/her, while shopping, or while riding in the car.

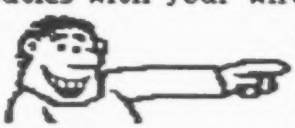
Remember children learn by modeling so its important to speak as clearly as possible to your child at all times.

DO FATHERS NEED TO SPEND TIME WITH THEIR CHILDREN?

Many fathers find it difficult to spend time with their children. Many fathers leave the house before their children get up and return when they are asleep. Fathers with demanding jobs don't always have the time or flexibility to share in the care of children. Finding the time is difficult but it can and must be done.

The solution to the problem is to make your time with your family count. The principle of "quality time over quantity time" applies to fathers as well as mothers who work outside the home. Fathers play an important role in the lives of their children. Plan to spend some time with your family in child-only, wife-only, and family activities.

If your duties around the house take up too much of your time have your children help you in these chores. Husband should take an active interest in childcare responsibilities. Switch household duties with your wife for a day and enjoy these activities with your children. Your time together will certainly be well spent.



Remember that the quality of time you spend with your child is much more important than the quantity! (Parents, Feb 1987)

MONTHLY CURRICULUM INFORMATION

This month at the center we will be learning about the Three Wise Men, fruits and vegetables, Martin Luther King, Jr. and Jose Marti. The children will also be doing activities involving classification, seriation, spatial relationships and measurement. Ask your child questions about these skills and use your calender of activities.

AGENCY OF THE MONTH: CITIZEN SERVICES

Citizen Services is a division of Metro-Dade County's Department of Consumer Services. Its purpose is to guide individuals in finding the proper government agency to answer questions and to solve problems you may have. This agency also puts out a Guide to Local Services which includes the numbers of these agencies. In order to request the guide and to contact the Citizen Services Office call 375-5656.

JANUARY EVENTS

Hispanic Branch Library
Monday, Jan. 5, 4:00 p.m.
"Los Tres Reyes Magos" (puppet show).
Wednesday, Jan. 7, 4:00 p.m.
"Colorin Colorado" (Stories for kids).
Wednesday, Jan. 14, 4:00 p.m.
Martin Luther King, Jr. (movie).
Saturday, Jan. 17, 3:00 p.m.
"Mexico" (movie).
Saturday, Jan. 24, 3:00 p.m.
Let's Begin (crafts for kids).
Wednesday, Jan. 28, 4:00 p.m.
"Marti Para Los Ninos" (slide presentation for children).
Saturday, Jan. 31, 3:00 p.m.
"El Museo Del Prado" (slide presentation in Spanish).

PROBLEM SOLVING

QUESTION: My daughter has been always a quiet child. She stays to herself and does not make friends easily. Should I be very concerned about her behavior? What can I do to help her?

RESPONSE: A child may be shy by nature quiet and observant, and cautious about new experiences. As your daughter matures this part of her personality may remain along with other characteristics.

A timid child may be wary of unfamiliar situations and people. This shiness may be due to an increase knowledge and awareness of her environment. Another reason may be strong feelings of attachment for her parents which result in fear of being separated from them.

With most children, there will be shy moments. Whether your child's shyness is by nature or it has appeared suddenly you need to be gentle and sensitive. Don't embarrass your child by insisting that she do something she won't or can't do. By responding in an understanding way, you can help your child over come her shyness. Your support may be just the thing your daughter needs to leave her shyness as she matures.

We are in need of the following items: clothes (for adults and children) and furniture (tables, sofas, beds, etc.). If you have any of these items please contact Mrs. Lourdes Garcia at the center's main office.

January 1987

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Encourage your child to keep his room neat.	2 Encourage your child to place clothes that has been worn in its place.	3 Encourge your child to put toys in their place after using them.
4 Insist that your child take good care of his playthings.	5 Praise your child when he is neat.	6 Allow your child to help around the house. Make sure he/she is successful in what is attempted.	7 Give your child a set reasonable amount of time to complete assigned tasks	8 Insist that your child complete tasks begun.	9 As your child matures increase his/her responsibilities around the house	10 Don't forget to praise your child for a job well done.
11 Talk to your child about how a doctor helps us keep healthy.	12 Talk to your child about how the dentist helps us keep teeth healthy.	13 Talk to your child about the police and their duties.	14 Talk to your child about other people in the community that help us: firemen, bus drivers etc.	15 Talk to your child about animals. Ask your child how he/she would feel if they were animals.	16 Ask your child: How does a dog feel who is thirsty & has nothing to drink?	17 Ask your child: How does a cat feel who is dropped from a chair?
18 Ask your child: How would you feel if you were a fish swimming in a dirty fishbowl.	19 If possible allow your child to be responsible for the care of a pet at home.	20 Encourge your child to play a game or with a toy for a set period of time	21 Make sure your child pays attention as you read a story.	22 Encourage your child to complete projects started: the making of a birthday card.	23 Make your child draw a picture for you. Do not allow him to be distracted.	24 Give your child a small puzzle to put together in one sitting
25 Help your put sets of number in sequence 3,1,2 = 1,2,3	26 Ask your child: What number comes after 3?	27 Ask your child: what number comes before 5?	28 Ask your child: What number comes after 4?	29 Ask your child: What number comes before 3?	30 Ask your child: what number is missing? 1,2,—,4	31 Ask your child: what number is missing? 1,—,—,4

COMO ANIMAR EL DESARROLLO DEL LENGUAJE EN SU HIJO

Es muy importante que los padres les hablen a sus hijos. Al hablarle a su hijo usted desarrollara los deseos en el para hablar. El lenguaje del niño es diferente al del adulto. Los niños pueden pronunciar palabras de diferentes maneras, pueden confundir palabras, pueden confundir el orden de palabras en oraciones o pueden usar verbos de forma incorrecta.

Cuando un niño comete un error al hablar corríjalo repitiendo la palabra, la frase o la oración correctament. Corríja el lenguaje de su niño de una manera positiva. No le diga a su hijo, "Eso no se dice así", o "Tu no puedes hablar bien". Esto hará que su hijo no quiera hablar con usted en otras ocasiones.

Es importante que usted entienda que su hijo puede entender muchas palabras y oraciones pero su habilidad de expresar estas verbalmente es limitada. Por esta razón nosotros como padres necesitamos ayudar a los niños en sus esfuerzos de expresarse. Anime a su hijo a conversar con usted, sin importarle la habilidad del nino. Los ninos necesitan la oportunidad de usar palabras nuevas, de recibir su atención y estímulo por cualquier esfuerzo hecho.

Aproveche todas las oportunidades con su hijo para hablarle. Háblele cuando le esta dando la comida, al vestirlo, al bañarlo, al hacer compras, o cuando van en el carro.

Recuerde que los niños aprenden de usted. Por esta razon es importante usar el mejor lenguaje posible siempre.

¿SERÁ NECESARIO QUE LOS PADRES PASEN TIEMPO CON SUS HIJOS?

Para muchos padres se les hace difícil pasar tiempo con sus hijos. Muchos padres se van para el trabajo antes que se levanten sus hijos y regresan cuando ellos estan durmiendo. Padres con trabajos exigentes no tienen ni el tiempo ni la flexibilidad para pasar tiempo con sus hijos. Encontrar tiempo libre es difícil pero se puede y se debe hacer.

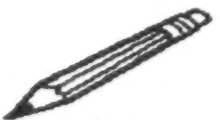
La solución para este problema es hacer que el tiempo que uno pase con su familia sea efectivo. El refran que dice, "es la calidad no la cantidad de tiempo lo que importa" aplica a padres y madres que trabajan fuera de la casa. Los padres tienen una influencia grande en las vidas de sus hijos. Planee pasar tiempo con su familia en actividades con sus hijos solamente, su esposa solamente, y con toda la familia.

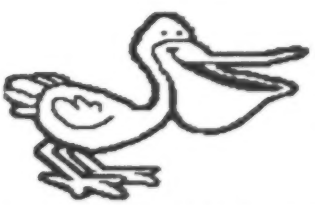
Si sus deberes alrededor de la casa no le dan tiempo con sus hijos deje que ellos los ayuden. Esposos deben de participar en las responsabilidades que envuelven a los niños. Por un día, cambie actividades con su esposa y disfrute de estas con sus niños. Su tiempo junto con su familia sera bien empleado.

Recuerde que no es la cantidad si no la calidad del tiempo que pasa con su familia lo que importa. (Parents, Feb 1981)

INFORMACIÓN MENSUAL DEL PROGRAMA DE APRENDIZAJE

En este mes en el centro los niños aprenderán sobre los Tres Reyes Magos, las frutas y vegetales, Martin Luther King, Jr. y Jose Martí. Los ninos haran actividades de clasificación de objetos, relación entre la distancia entre objetos y medir objetos. Pregúntele a su hijo sobre las actividades que han hecho este mes en el centro y use el calendario de actividades con su hijo.

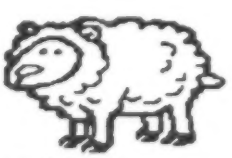




LA AGENCIA DEL MES: "CITIZEN SERVICES"

La agencia de "Citizen Services" es parte de la oficina de consumidores de Metro y el condado de Dade. El proposito de esta oficina es guiar a individuos a encontrar la agencia del gobierno la cual los puede ayudar a resolver problemas. Esta agencia publica una guia telefónica. La guia telefónica da los nombres y numeros de telefono de agencias locales. Para pedir la guia o para ponerse en contacto con esta agencia llame al telefono 375-5656.

EVENTOS EN ENERO



La Biblioteca Hispana

Lunes, Jan. 5.
1:00 p.m. Los Tres Reyes Magos (actuacion de titeres).
Miercoles, Jan. 7, 4:00 p.m.
Colorin Colorado (cuentos para ninos).
Miercoles, Jan. 14, 4:00 p.m.
"Martin Luther King, Jr." (pelicula en Ingles).
Sabado, Jan. 17, 3:00 p.m.
Mexico (pelicula en Espanol).
Sabado, Jan. 24, 3:00 p.m.
"Let's Begin" (actividades para ninos).
Miercoles, Jan 28, 4:00 p.m.
Marti Para Los Ninos (presentacion para ninos).
Sabado, Jan. 31, 3:00 p.m.
El Museo Del Prado (presentacion para adultos).

RESOLVIENDO PROBLEMAS

PREGUNTA: Mi hija siempre ha sido timida. Ella se mantiene aislada y no hace amistades facilmente. ¿Debo de estar muy preocupada por su comportamiento? ¿Que puedo hacer para ayudarla?

RESPUESTA: Un niño puede tener una personalidad timida. Hay niños que les gusta observar cuidadosamente antes de participar en nuevas experiencias. Al pasar el tiempo esta timidez puede seguir como parte de la personalidad de su hijo al igual que otras características de personlidad.

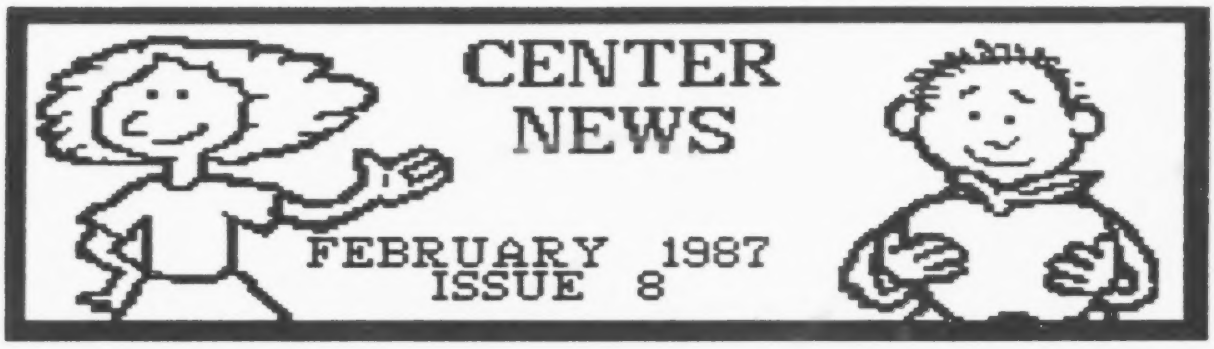
Niños timidos se sienten incomodos con situaciones y personas no familiares. Esta timidez puede ser causa del mejor entendimiento de los peligros a su alrededor. Otra razón puede ser que estos niños se sientan muy apegados a sus padres y tienen miedo ser separados.

La mayoría de los niños tienen momentos en los cuales sienten más timedez que en otras ocasiones. No importa si la timidez de su hija es parte de su personalidad o si es algo nuevo. Hay que ser sensitivo y dulce con ellos. No la haga sentirse apenada. No la oblige a participar en algo que no se sienta bien haciendo. Si usted responde en una manera comprensiva a su timidez esto puede ayudar a disminuirla. Su apoyo es lo que su hija necesite en estos momentos.

Necesitamos ropa para niños y adultos asi como mesas, sofas, camas, etc. Si tiene algunos articulos para donar avisele a la Sra. Lourdes Garcia en el centro.

January 1987

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Anímele a colgar la ropa y a mantener su cuarto ordenado.	2 Haga que ponga su ropa sucia en el sitio apropiado.	3 Insista en que recoja los juguetes y que los guarde en su sitio.
4 Exija que mantenga los juguetes limpios y en buenas condiciones.	5 Elogie a su hijo/a cuando es limpio y ordenado.	6 Deje que su hijo/a le ayude en las tareas de la casa. Asegurese que el niño/a tenga éxito.	7 Déle un límite de tiempo razonable para completar la tarea	8 Insista en que complete la tarea de la manera debida	9 Aumente las responsabilidades a medida que su hijo/a va madurando.	10 No olvide de elogiar cada vez que el niño/a hago bien una tarea
11 Háblele a su hijo/a de como el médico nos ayuda a mantenernos sanos.	12 Hablele a su hijo/a de como el dentista nos ayuda a cuidar los dientes.	13 Háblele a su hijo/a de como la policía nos ayuda a mantenernos seguros.	14 Háblele de otras personas que sirven la comunidad. los bomberos, los choferes de autobuses, etc.	15 Háblele a su hijo/a de los animales y de como se sentiría si fueran un animal.	16 Preguntele: ¿Como te sentirías si fueras un pero y no tuvieras agua que beber? ¿Por que?	17 Preguntele: ¿Como te sentirías si fueras un gatito y te dejaron caer de una silla?
18 Preguntele: ¿Como te sentirías si fueras un pececito y tuvieras que nadar en agua sucia?	19 Deje (si es posible) que su hijo/a asuma algunas responsabilidades en el cuidado de un animalito doméstico.	20 Anime a su hijo/a a jugar con el mismo juguete o al mismo juego por cierto período de tiempo.	21 Anímele a su hijo/a a prestar atención mientras le cuenta cuentos.	22 Anímele a completar proyectos empezados; hacer una tarjeta de felicitación.	23 Pídale a su hijo/a a dibujar un dibujo y terminarlo sin distraerse	24 Pídale a su hijo/a que complete un rompecabeza pequeño sin distraerse.
25 Ayude a su hijo/a ordenar los números en la secuencia correcta.	26 Preguntele: ¿Que numero va <u>después</u> del 3?	27 Preguntele: ¿Que número va <u>antes</u> del 5?	28 Preguntele: ¿Que número va <u>después</u> de 4?	29 Preguntele: ¿Que número va <u>antes</u> del 3?	30 Preguntele: ¿Que número falta 1, 2, —, 4?	31 Preguntele: ¿Que número falta 1, — — 4?



HOW TO HELP YOUR CHILD GET READY TO READ!

Formal reading instruction cannot start until your child has acquired the necessary prereading skills. Reading readiness can be described as a level of maturity and preparedness at which a child can learn to read easily and proficiently in a classroom situation. This readiness for reading begins at home. As a parent you play the most important role in preparing your child for formal school instruction.

The following "do's" and "don'ts" will help you get your child ready for reading and help develop a happy, well adjusted adult.

DO'S

Do love and enjoy your child. Do help him to feel that he/she is wanted and loved and that he/she is an important part of family life. Do encourage him/her to be self reliant. Do teach him to listen attentively and follow simple directions. Do talk to your child from birth, softly, gently, and lovingly, but do not use baby talk. Do answer his/her questions, simply and directly. Do teach an awareness of things around him/her. Do help him/her to express himself/herself well orally. Do read to your child regularly and help him/her to love books and to develop a desire to learn to read. Do build up his/her background of experiences through conversation, books, games, trips, pictures, etc. Do consult a specialist if you suspect that any physical, emotional, or mental problems exists.

DON'TS

Don't show worry or anxiety about your child. Don't remove every frustration; he/she must learn to cope with some. Don't overemphasize learning tasks such as reading. Children must not feel pressured by tense, worried, and overanxious parents. Don't compare him with other brothers and sisters or friends. Don't have unrealistic expectations for him/her.

The thing to remember is that you, the parent, can prepare your child for formal classroom instuction in reading.

CHILD-PROOFING YOUR HOME

Accidents are one of the leading causes of deaths among young children. Luckily, most accidents can be prevented by just being careful.

When your child was a baby, it was easy to ensure that all harmful materials were kept away from the baby. Now your child can climb, crawl and/or walk. He/She gets into everything. As a parent you are constantly aware of the dangers he/she can get into.

It is important that you don't over react. There is no need to make your child feel like everything in your home is off limits to him/her. Remember that young children learn through exploring and discovering things within their environment. The solution to this problem is to arrange each room so that it can be explored safely.

Here are some safety tips to remember: Get child-proof latches for cabinets in bathrooms and kitchens. Lock up all dangerous objects, bleaches, detergents, disinfectants, medicines, cleaning supplies, perfumes, creams and soaps that children may swallow. Keep the number for poison control near all your phones. The number for poison control is 1-800-342-3222. Place safety gates at all tops and bottoms of staircases. Make sure that all electrical cords are not placed in accessible places. Put caps on all electrical outlets not being used. Install locks or guards on windows that prevent them from opening too wide.

Tear up and throw out plastic bags, balloons, and long pieces of string you might have been saving.

Remember that things that may appear harmless to you may cause a child to have a life threating accident.

MONTHLY CURRICULUM INFORMATION

This month at the center we will be celebrating Black History Week and Valentine's Day. The children will be learning about opposites (first/last), domestic animals and the classification of objects. Ask your child questions concerning these topics. Complete the activities found in the monthly calendar with your child to reinforce these skills.

AGENCY OF THE MONTH: THE POISON CONTROL CENTER

The Poison Control Center is an agency that provides free assistance in case of poisoning. This agency provides a caller with information on how to deal with a child or adult who has taken any type of harmful substance before seeking medical help. In case of suspected poisoning call 1-800-342-3222. Be prepared to supply the name and quantity of substance that was taken in.

FEBRUARY EVENTS

Hispanic Branch Library

Saturday, Feb. 7, 2:00 p.m. "As I See It" (an art contest for children). 3:00 p.m. "City Mouse and Country Mouse" (a puppet show for children).
Wednesday, Feb. 11, 5:00 p.m. "African Textiles" (crafts for children).
Saturday, Feb. 14, 2:00 p.m. "Sweetheart" (Valentine's program for children).
Saturday, Feb. 21, 2:30 p.m. "African Folklore" (a program of African folklore for children of all ages).

PROBLEM SOLVING

QUESTION: Our family has had a dog for many years now. I'm expecting a baby now. I am concerned about our pet's reaction to the newest member of our family. Are my concerns valid?

RESPONSE: Over a million incidences of dog bites are reported in the United States each year, and the majority of victims are under sixteen. As loving and loyal as pets can be, they can also be dangerous. Since you already have a dog and are introducing a new baby into the household, there are precautions you should take, especially during the getting acquainted period. Never leave a baby and a dog alone together. Most cats withdraw rather than attack, but if yours has aggressive tendencies, the same applies. Pay extra attention to the animal, especially when the baby is in the same room. Continue routine behavior including regular walks and games, even if your time is limited. Watch your pet interact with your infant. Remember that animals are unpredictable. Your pet may be curious about your baby's movements. An animal should never be allowed to snap, scratch, or growl at your child without an immediate, firm reprimand.

As your child grows, he needs to learn how to behave around animals. Children in general need to develop a healthy respect for animals especially those that are unfamiliar to them. The next few months will be a learning experience in many ways for all the members of your family. Take the time to make sure that your pet is included in that process.

We are still in need of the following items: clothes (for adults and children) and furniture (tables, sofas, beds, etc.). If you have any of these items please contact Mrs. Lourdes Garcias at the center.

NEXT MONTH AT THE CENTER THERE WILL BE AN INSERVICE ON NUTRITION!

February 1987

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Have your child open and close a zippered jacket.	2 Have your child button up his shirt or her blouse.	3 Have your child tie his/her shoe laces.	4 Have your child throw a ball to someone else.	5 Have your child screw and unscrew lids, screws and nuts & bolts	6 Have your child work on jigsaw puzzles and other similar activities.	7 Take your child to the Hispanic Branch Library to participate in an art contest (3:00).
8 Help your child learn words with opposite meanings many- few thick- thin	9 Ask you child: Place this toy in the large box. Place this toy in the small box.	10 Ask your child: Put your clothes on	11 Ask your child: Please turn on the lights. Now turn off the television set.	12 Show your child how a larger person needs more space to walk, sit and	13 → stand compared to a smaller person.	14 Cut out and color hearts with your child ♡ ♡ ♡
15 Ask your child to stand behind the chair. Next, stand in front of the table.	16 Ask your child to point to the bottom of his/her head and the top of his/her head.	17 Take a set of objects and place them in the shape of a line. which object is first? Last?	18 Give your child different size boxes to play in.	19 Show your child two pencils and ask: which is longer? which is shorter?	20 Have your child examine a set of objects have him/her pick out the coldest & the hottest.	21 Have your child examine a set of objects ask him/her to identify the hardest & softest.
22 Create sentences with your child in which a word is used that has multiple meanings.	23 Ask your child to differentiate between the following words in these sentences →	24 Dad went on a fishing trip. Did you trip over the chair? I saw a large black rock. Mother rocks the baby to sleep.	25	26 Review the names of the primary colors with your children red, green, yellow etc.	27 Ask your child: What color is your shirt?	28 Ask your child: What color is this apple?

CÓMO PREPARAR A SU HIJO PARA LEER

La instrucción formal de lectura no puede comenzar hasta que su hijo no tenga las destrzas necesarias para prepararlo para la lectura. Para llegar al estado de estar listo para la instrucción de lectura formal el niño tiene que tener ciertos conocimientos y la madurez para poder funcionar en la escuela. Este estado de preparación comienza en su hogar. La influencia de los padres es muy importante en el desarrollo de este nivel de preparación para la lectura.

Las siguientes sugerencias los ayudará a preparar a sus hijos para aprender a leer y hará que sus hijos sean adultos felices y productivos.

USTED DEVE:

Querer y disfrutar a su hijo. Ayudar a que su hijo se sienta querido y una parte importante de la familia. Ayudar a que su hijo sea independiente. Enseñar a su hijo a prestar atencion y cumplir instrucciones dadas. Háblarle a su hijo des de pequeño en una manera dulce y con cariño pero no se exprese en una manera infantil. Contestar todas las preguntas de su hijo sencillamente y directamente a él. Enseñarlo a observar lo que pasa a su alrededor. Ayudarlo a expresarse bien oralmente. Leale amenudo a su hijo para desarrollar el interés en la lectura. Desarrolle las experiencias de su hijo usando conversaciones, libros, fotos, juegos, viajes, etc. Consulte con un especialista si piensa que su hijo tenga algún problema emocional, mental o físico.

USTED NO DEBE:

Mostrar ansiedad o preocupación a su hijo. No le facilitarle todo a su hijo, para aprender el niño tiene que aprender a resolver problemas. No le ponga presion al niño por sus trabajos escolares. No compare a sus hijos con otros hermanos, hermanas, o amistades. Sea realista en lo que espera de su hijo.

Lo que usted tiene que recordar es que los padres pueden prepara a sus hijos para la instrucción formal escolar.

COMO PROTEGER A SU HIJO EN EL HOGAR

Una de las causas más significantes en la muerte de niños son los accidentes en el hogar. Afortunadamente la mayoria de estos se pueden evitar teniendo un poco de cuidado.

Cuando su niño era un bebé los peligros se podian alejar mas facilmente. Ahora su hijo puede gatear, encaramarse encima de cosas y hasta caminar. Para este niño todo es más accesible. Como padres estamos consciente del peligro que esto significa para el niño pequeño.

Es importante que nos demos cuenta del peligro sin llegar a los extremos. No hay necesidad de prohibirle al niño cierta libertad en su casa. Recuerde que los niños aprenden a base de exploración y descubrimiento. Si usted impide ésto el niño no puede aprender. La solución a este problema es sencilla. Urganize su hogar de una manera en la cual su hijo pueda explorar y descubrir en una atmósfera sin peligro.

Las siguientes sugerencias lo ayudarán a mantener una atmósfera tranquila en su hogar: Ponga pestillos de seguridad en todas las puertas de las alacemas y botiquines de la cocina y el baño. Mantenga objectos peligrosos, cloro, detergentes, desinfectantes, medicinas, liquidos de limpieza, perfumes, cremas y jabones en un lugar cerrado y fuera del alcance de los niños. Mantenga el telefono del centro de envenenamiento cerca de todos sus teléfonos. El numero de esta agencia es 1-800-342-3222. Ponga rejas de seguridad en todas las escaleras. Asegúrese que todos los cordones eléctricos no estén en lugares accesibles al niño. Póngale tapas a todos los toma corrientes en su hogar que no estén

en uso. Instale cerraduras para previnir que ventanas se abran completamente. Rompa y bote bolsas plasticas, globos y pedazos largos de cuerdas que tenga guardados.

Recuerde que las cosas más sencillas pueden causar accidentes fatales a niños.

INFORMACIÓN MENSUAL DEL PROGRAMA DE APRENDIZAJE

Este mes en el centro los niños celebrarán la semana de la Cultura Negra y el Dia de los Enamorados. Los niños aprenderán sobre los animales domesticos, palabras opuestas (primero/ultimo) y la clasificacion de objetos de acuerdo a sus caracteristicas. Preguntele a su hijo sobre estas actividades.

LA AGENCIA DEL MES: EL CENTRO DE CONTROL DE SUSTANCIAS VENENOSAS

El Centro de Control de Sustancias Venenosas es un agencia que da asistencia gratis en caso de envenenamiento. Esta agencia da información sobre como ayudar a una persona que ha tomado algun liquido toxico antes de ir al médico.

En caso de envenenamiento llame al 1-800-342-3222. Esté preparado para dar el nombre y la cantidad de la substancia tomada.

EVENTOS EN FEBRERO

La Biblioteca Hispana

Sábado, Feb. 7, 2:00 p.m. "As I See It" (arte para niños).
3:00 p.m. "City Mouse and Country Mouse" (una presentación para niños).
Miércoles, Feb. 11, 5:00 p.m. "African Textiles" (una presentación para niños).
Sabado, Feb. 14, 2:00 p.m. "Sweetheart" (un programa para niños).
Sábado, Feb. 21 2:30 p.m. "African Folklore" (un programa para niños).

RESOLVIENDO PROBLEMAS

PREGUNTA: Nuestra familia ha tenido un perro por muchos años. Yo estoy encinta. Estoy preocupada por la reacción que pueda tener nuestro perro hacia el nuevo bebé. ¿Tengo razón de estar preocupada?

RESPUESTA: Más de un millon de incidentes de ataques de perro son reportados en los Estados Unidos cada año. La mayoria de estos son a personas de menos de 16 años. Aunque los animales pueden ser carinosos y leales tambien pueden ser peligrosos. Como ya usted tiene un perro y va a traer un bebe a la familia hay ciertas precauciones que usted deve tomar. Nunca deje al bebe y el perro solos. La mayoria de gatos huyen antes de atacar, pero si su gato es agresivo lo mismo aplica a él. Déle más atención al animal cuando el bebe esta en la misma habitación. Continue la rutina regular de su animal incluyendo paseos y juegos aunque su tiempo este limitado. Vigile la reacción de su animal cuando esta con el bebe. Recuerde que es imposible adivinar la reacción de un animal. Su animal puede sentir curiosidad hacia el bebe. No permita que su animal tenga una reacción negativa hacia su bebe. Regañelo enseguida.

Cuando su hijo crezca él necesitará aprender como comportarse alrededor de animales. Los ninos necesitan desarrollar un sentido de respeto hacia los animales especialmente aquellos que son desconocidos.

En los próximos meses todos los miembros de su familia tendrán mucho que aprender. Asegúrese que su perro este incluido en este proceso.

Necesitamos ropa para niños y adultos asi como mesas, sofas, camas, etc. Si tiene algunos articulos para donar avísele a la Sra. Lourdes Garcia en el Centro.

¡EN EL MES ENTRANTE, TENDREMOS UNA REUNION SOBRE LA IMPORTANCIA DE LA BUENA ALIMENTACION!

February 1987

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Haga que su hijo/a cierre el cierre de una chaqueta	2 Haga que su hijo/a se abotone la camisa.	3 Haga que su hijo/a se amarre los zapatos.	4 Haga que su hijo/a rebote una pelota.	5 Haga que su hijo/a enrosque y desenrosque tuercas, tornillos y tapas.	6 Haga que su hijo/a complete rompecabezas y realice otras actividades semejantes.	7 Lleve a su hijo/a a la Biblioteca Hispana a participar en un concurso de arte (2:00 pm).
8 Ayude a su hijo/a a aprender palabras opuestas; poco – mucho ancho – estrecho	9 Dígale a su hijo: Pon este juguete en la caja grande. Ahí ese otro en la caja pequeña.	10 Dígale a su hijo: Pon tu ropa encima de la cama. Pon tus zapatos debajo de la cama.	11 Dígale a su hijo: Enciende la luz. Apaga la televisión.	12 Muéstrele a su hijo/a que una persona más grande necesita un espacio mayor para caminar.	13 → sentarse y pararse comparado a él o ella.	14 Recorte y coloree corazones con su hijo/a.
15 Dígale a su hijo/a: Parate detrás de la silla. Ahora parate enfrente de la mesa.	16 Dígale a su hijo/a: Pon tus manos hacia arriba. Pon tus manos hacia abajo.	17 Haga una línea usando juguetes. Pregúntele a su hijo/a: ¿Cual es el primero? ¿Cual es el último.	18 Dele a su hijo/a cajas de diferentes tamaños para que juegue en ellas.	19 Dígale a su hijo/a: ¿Cual de estos lapices es más largo? ¿El mas corto.	20 Dígale a su hijo/a: Fijate en estos objetos. ¿Cual es mas frio? Caliente?	21 Dígale a su hijo/a: Mira a estos objetos. ¿Escoje el mas duro y el mas suave.
22 Invente con su hijo/a oraciones que incluyan una palabra con dos significados, luna, pluma, etc.	23 Dígale a su hijo/a: Vamos a pegarle con cola la cola al caballito de papel.	24 Dígale a su hijo/a: Tiro esto tiro de papel a la basura.	25 Pregúntele a su hijo/a: En que tienda se puede comprar una tienda de campaña.	26 Repase los nombres de los colores con su hijo/a.	27 Pregúntele a su hijo/a: ¿De qué color es tu camisa?	28 Pregunte a su hijo/a: ¿De qué color es esta manzana?